

Elementary English in Action

GRADE V



BARDWELL • MABIE • TRESSLER

LIBRARY

BUREAU OF EDUCATION



LT

PE III

B266

6-1132

V.5

Elementary English in Action

GRADE V

BY

R. W. BARDWELL

Superintendent of Schools, Madison, Wisconsin

ETHEL MABIE

Director of Curriculum, Public Schools,
Madison, Wisconsin

J. C. TRESSLER

Author of *English in Action*, *Grammar in Action*
and co-author of *Junior English in Action*

With Drawings by
C. E. B. BERNARD

BOSTON NEW YORK

SAN FRANCISCO



CHICAGO ATLANTA

DALLAS LONDON

D H E W

NOV 07 1977

Educational Research Library

~~and friends~~

CR
LT
PE
HII
B266
BK. 5
c. 1

LT
PEHII
B266
v. 5

11/7/72

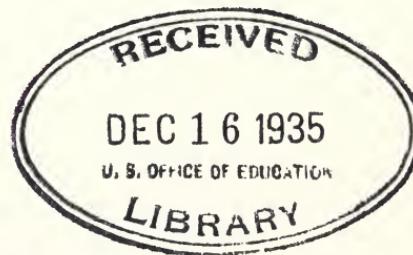
78-

833085

COPYRIGHT, 1935,
BY
R. W. BARDWELL
ETHEL MABIE
J. C. TRESSLER

No part of the material covered by this
copyright may be reproduced in any form
without written permission of the publisher.

3 E 5



PRINTED IN THE UNITED STATES OF AMERICA

©CIA 84394 JR
JUN 21 1935

2988531

PREFACE

The organization of this book is based upon the principle — generally accepted in schools today — that every situation in the school requiring or stimulating social intercommunication or individual self-expression affords significant opportunity for developing language ability. These situations, which are vital and meaningful to the pupils, are found in the current life of the school, and particularly in the social studies and the natural science classes.

In the first part of the book will be found typical units embodying these vital situations — units taken from the fields of social science, natural science, and the general school life, and rich in opportunities for language training.

While the pupil is dealing with these natural and provocative units assembled in Part I, he discovers that he needs certain information about the use of language and that he needs to acquire or to perfect certain skills in order to remedy faults in his verbal expression. The informational and drill material in this book is assembled mainly in Part II, where it becomes a ‘Pupil’s Handbook,’ instantly available for reference, yet out of the way when not wanted. This separation of the two aspects of English work — the occasions for expression and the mechanics of expression — is an outstanding feature of this series that will be endorsed by all teachers, whichever aspect they prefer to stress.

The features of Elementary English in Action that teachers will appreciate may be stated briefly as they are exemplified in Part I and in Part II.

In Part I

1. *Selection of content* has been based upon (a) a thorough survey of numerous courses of study, (b) a canvass of scientific studies of the interests and natural activities of children

of different ages and grade levels, and (c) the evidence of classroom experience.

2. The *language activities* themselves that the children are asked to use are just those activities in which children of these ages normally engage: conversing; writing letters, invitations, and notices; reporting; discussing; telephoning; interviewing; gathering information; and the like. An effort has been made to maintain in the book the same balance between these activities that is found in life.

3. *Classroom experience* and close contact with children in teaching and observation on the part of the authors has guided the selection both of the units and of the language activities. It is true in elementary-school English, if anywhere in the work of the school, that arm-chair theory as to what may or may not be done is liable to fail under the acid test of classroom trial.

4. The *approach* to each unit is carefully designed to arouse interest and stimulate expression. The aim is to provoke thought and discussion and thus to develop naturally in the child a conscious need for correct and effective expression. This meets a fundamental principle of learning; namely, that those things are most rapidly and effectively acquired that satisfy a need, rather than a demand from without.

5. *Progression* in the difficulty of the material is such that language skills acquired in any one grade are maintained and developed further in subsequent grades. The examples, the explanations, and the standards have been carefully planned to carry the language abilities — letter-writing, story-telling, discussing, and so forth — to a higher level in each grade.

6. *An explanation, a model, and a practice* are provided to guide the pupil whenever a new language ability is required.

7. *Standards for self-rating* by the pupils are given wherever appropriate. These criteria are set forth in chart form so that they attract attention and are easily referred to by the pupil. It is unnecessary to argue the importance of developing these habits of self-criticism.

8. The *initiative* of the pupil is engaged generally throughout this book. The method employed is especially designed to encourage the pupil to search for, and to find, assistance in his language difficulties. It is reasonable to expect that this habit of self-criticism and self-correction will extend into all activities and studies in which language difficulties may be encountered.

9. *Continuity of effort and freedom from distraction* are gained by removing from Part I the material used to improve the mechanics of English expression, to correct errors, and to drill upon skills. This material is instantly available in Part II. Placed there, it does not turn the pupil aside from his immediate objectives in the use of language or destroy his interest in expression.

10. The *material is easily adaptable* to varying school conditions without conflicting with other courses of study. At the same time, many of the units do serve as illustrations of the methods by which other school subjects may be made the material for language instruction, with the result that every teacher of every subject becomes a teacher of language.

In Part II

1. The *selection of material* has been made after careful examination of courses of study and of scientific investigations.

2. The *grade placement* of this material, and hence the sequence of items grade by grade, has been controlled particularly by three considerations: (a) the child's need for the skill at the time, (b) the difficulty of acquiring the skill, and (c) the comparative importance of the skill in adult life.

3. A *maintenance program* is provided by a cycle plan of drills and exercises, so that the various language skills will be thoroughly acquired.

4. A *minimum of mechanics* has been included in the material selected, in accordance with the present trend toward simpler capitalization, punctuation, and form.

5. *Progress from grade to grade* in mechanics of expression is assured by a definite plan of organization and instruction. Each set of skills is checked to insure the mastery of those previously taught before additional ones are developed.

6. *Meaning and understanding underlying each new skill* are developed before drill upon the skill is introduced. The drill is thus an intelligent, not a purely mechanical, process.

7. *Individual differences* are provided for by frequent diagnosis of the needs of the class and of individual pupils and by optional exercises.

8. *Self-reliance in the discovery of difficulties* and in remedying them is everywhere encouraged. The pupil is challenged to use the Handbook on his own initiative.

9. The *organization* of the Handbook, though concise, is on the child's level and its *vocabulary and style* likewise permit the child to use the Handbook freely and easily as a tool for improving his expression in language.

10. A *standard of achievement* for his grade is developed for the pupil by the many examples of the work done by pupils of his grade.

We appreciate the assistance of the principals and teachers of the schools in Madison and elsewhere who used this material experimentally and read it critically. We are grateful, also, for the coöperation of many school children whose letters, reports, poems and other writings have been used in the books.

For valuable suggestions and assistance we are grateful to Miss Bess Goodykoontz, Assistant Federal Commissioner of Education, Washington, D.C.; Mr. Roger Hill, Principal of the Todd School, Woodstock, Illinois; Miss Eleanor M. Johnson, formerly Assistant Superintendent of Schools, Lakewood, Ohio; Miss Berenice Maloney, Elementary Supervisor, South Milwaukee, Wisconsin; Professor Sally Marks, University of North Carolina, Chapel Hill, North Carolina; Miss Mabel O'Donnell, Supervisor of Elementary

Education, East Aurora, Illinois; Miss Amelia Peters, School of Education, Indiana University, Bloomington, Indiana; Miss Margaret Chenoweth, Supervisor of Elementary Schools, Janesville, Wisconsin; Miss Marjorie Pratt, Curriculum Coördinator, Shorewood, Milwaukee, Wisconsin; and Miss Beatrice Wolfe, teacher of English in grade six, New York City.

In directing the typing and preparation of the manuscripts and securing permissions for quoted material Miss Irma Kahle, of Madison, Wisconsin, has been most generous with time and effort.

R. W. B.

E. M.

J. C. T.

ACKNOWLEDGMENTS

Grateful acknowledgment is made to the following publishers and authors for permission to use selections held under copyright:

American Education Press, Inc.: To Mr. W. C. Blakey for permission to use, in some exercises, content from *My Weekly Reader*.

D. Appleton-Century Company: for the excerpt "Wahb, the Grizzly, on Vacation," from *The Biography of a Grizzly*, by Ernest Thompson Seton.

Herbert N. Casson: for the adaptation "The Birth of the Telephone," from his book, *The History of the Telephone*.

Dodd, Mead & Company, Inc.: for the three adaptations in Unit I, taken from *How They Carried the Mail*, by Joseph Walker. Copyright, 1930, by Dodd, Mead & Company, Inc.

Doubleday, Doran & Company, Inc.: for the poem "City Rain," from *Taxis and Toadstools*, by Rachel Field. Copyright, 1926, by Doubleday, Doran & Co., Inc.

Educational Publishing Corporation: for Christina Rossetti's poem "The Rainbow," from *Poems for Children*, arranged by Melvin Hix.

Follett Publishing Company: for the poem by Rowena Bastin Bennett taken from her book, *Around a Toadstool Table*.

Harper & Brothers: for the adapted puppet scene, "Whitewashing the Fence," from *The Adventures of Tom Sawyer*, by Mark Twain.

Little, Brown & Company: for the excerpt, "Building the Beavers' Lodge," from *Followers of the Trail*, by Zoe Meyer.

G. P. Putnam's Sons: for the stanza from "Ode to the Norther," by William L. Chittenden, from his volume, *Ranch Verses*.

Miss Carrie Rasmussen, Longfellow School, Madison, Wisconsin: for her poem, "Jack, the Puppet," written expressly for this book.

Charles Scribner's Sons: for the excerpt, "The New Pupil," from *The Hoosier School Boy*, by Edward Eggleston.

Elizabeth Hough Sechrist: for the adapted excerpt, "The Beginning of Halloween," from her *A Little Book of Hallowe'en*, published by J. B. Lippincott Co.

Silver, Burdett & Company, publishers, and Emma Serl, author: for the excerpt, "A Lucky Escape," from *In the Animal World*.

Frederick A. Stokes Company: for the poem "It Isn't Only Flakes that Fall," by Annette Wynne, reprinted by permission from *For Days and Days: A Year-Round Treasury of Verse for Children*. Copyright, 1919, by Frederick A. Stokes Co.

Nancy Byrd Turner: for her poem "Contrary Mary."

TABLE OF CONTENTS

FIFTH GRADE

Part I. Your Program of Activities

| | PAGE |
|---|------|
| UNIT I. CARRYING MESSAGES FAR AND Wide | 3 |
| The First Royal Post | 3 |
| Indian Messengers | 5 |
| The Beginning of Our Postal System | 6 |
| America's First Mail Service | 7 |
| The Pony Express | 8 |
| The Overland Mail | 11 |
| The Mail Trains | 14 |
| The Air Mail | 14 |
| Helping the Mail Service | 16 |
| UNIT II. HOLIDAY PROGRAMS — FALL SEMESTER | 18 |
| Labor Day | 18 |
| Young Workers | 20 |
| Halloween | 22 |
| How Halloween Started | 22 |
| Our Celebration of Halloween | 23 |
| The Harvest Festival — Thanksgiving | 25 |
| The First Thanksgiving | 26 |
| Christmas | 27 |
| The Christmas Tree | 27 |
| Christmas in France | 28 |
| UNIT III. RADIO NEWS | 30 |
| Making Plans | 30 |
| Your Radio Staff | 30 |

TABLE OF CONTENTS

| | PAGE |
|--|-----------------|
| Your Programs | 32 |
| School News | 32 |
| Community News | 33 |
| Current Events | 34 |
| The Weather | 35 |
| Announcements | 36 |
| Making More Complete News Reports | 37 |
| Special Numbers | 39 |
| Planning Improvements | 39 ^b |
| UNIT IV. OVERLAND TRAVEL | 40 |
| Outline for Studying Land Travel | 41 |
| Gathering Materials on Travel | 42 |
| A Book Shelf | 42 |
| A Bibliography | 42 |
| Writing for Information | 44 |
| Committee Outlines | 45 |
| Reporting on Your Topics | 46 |
| The Chairman's Job | 46 |
| The Committee Member's Oral Report | 47 |
| A Written Report | 48 |
| Discussing the Reports | 49 |
| Story-Telling | 50 |
| UNIT V. MOODS OF THE AIR | 52 |
| A Weather Diary | 53 |
| New Words | 53 |
| A Weather Bibliography | 54 |
| The Air | 55 |
| The Sun | 57 |
| Sun Myths | 58 |
| The Wind | 59 |
| Wind Speeds | 61 |
| Wet Weather | 62 |

TABLE OF CONTENTS

xi

| | PAGE |
|--|-----------|
| Forecasting the Weather | 64 |
| The Weather and Occupations | 66 |
| UNIT VI. IN THE BOOKSTORE | 68 |
| Sharing Your Knowledge of Books | 69 |
| A Trip to the Bookstore | 70 |
| An Interview with the Manager | 71 |
| A Bookstore of Your Own | 73 |
| Preparing for Business | 73 |
| Letters to Publishers | 74 |
| Advertising Books | 75 |
| Book Posters | 76 |
| Judging Books | 77 |
| A Record of Your Reading | 78 |
| Dramatizing Stories | 79 |
| UNIT VII. ELECTRICAL MESSAGES | 81 |
| The Invention of the Telegraph | 81 |
| The Morse Code | 82 |
| Writing a Telegram | 83 |
| Messages across the Ocean | 85 |
| The Telephone | 86 |
| Using the Telephone | 89 |
| Dramatizing the Magic of the Telephone | 90 |
| Messages through the Air | 91 |
| The Wireless Telephone | 92 |
| UNIT VIII. HOLIDAY PROGRAMS — SPRING SEMESTER | 94 |
| Washington's Birthday | 94 |
| Enjoying the Beauty of Washington | 96 |
| Reports about Washington | 98 |
| April Fool's Day | 100 |
| Funny Experiences and Funny Pictures | 100 |
| Nonsense Poetry | 101 |
| Humorous Stories | 103 |
| A Program of Nonsense | 103 |
| Entertaining Your Guests | 104 |

| | PAGE |
|--|------------|
| Mother's Day | 104 |
| Planning Your "At Home" | 105 |
| Inviting Your Guests | 106 |
| Receiving and Introducing Your Guests | 106 |
| UNIT IX. WILD ANIMALS | 107 |
| The Bear | 108 |
| The Grizzly | 110 |
| The Busy Beaver: An Animal Engineer | 113 |
| The Hazards of the Forest | 115 |
| Conserving Wild Animal Life | 116 |
| Forest Trails | 118 |
| UNIT X. OUR SCHOOL | 120 |
| The First Day in School | 120 |
| Changing to a New School | 121 |
| Early Schools | 124 |
| Learning about Earlier Schools | 124 |
| Your School Building | 127 |
| School Citizenship | 127 |
| Changes in Books | 129 |
| New School Subjects | 133 |
| UNIT XI. THE GROWTH OF CITIES | 135 |
| Entering a Big City | 135 |
| A Bird's-Eye View of the City | 136 |
| New Words | 137 |
| Why Do Great Cities Grow So Large? | 138 |
| Cities in the Old and in the New World | 139 |
| Getting Information | 141 |
| Cities Protect Their People | 142 |
| Cities Serve Their People | 144 |
| Helping Your City | 145 |
| UNIT XII. PUPPETS AND MARIONETTES | 147 |
| How to Make Puppets | 149 |
| The Puppet Theatre | 150 |

TABLE OF CONTENTS

xiii

| | PAGE |
|--|------|
| Puppet Sketches and Plays | 152 |
| Marionettes | 154 |
| Making Marionettes | 155 |
| Stringing Them Up | 155 |
| Your First Marionette Play | 157 |
| Inviting Guests | 158 |
| Making Up a Play of Your Own | 159 |

Part II. Your Handbook

| | |
|---|------------|
| SECTION I. FORM OF WRITTEN WORK | 165 |
| Changes in Style | 165 |
| Margins | 166 |
| The Placing of the Title | 168 |
| Rules for Arrangement | 170 |
| SECTION II. USING BOOK TOOLS | 171 |
| The Table of Contents | 171 |
| The Index | 172 |
| Section Headings | 174 |
| List of Illustrations | 175 |
| List of Maps | 176 |
| The Card Catalog | 176 |
| Other Information on the Card | 178 |
| Book Lists | 179 |
| Your Dictionary | 180 |
| Keys to Pronunciation | 181 |
| Accents | 181 |
| Pronunciation Symbols | 182 |
| Diacritical Marks | 182 |
| The Key Line | 183 |
| Syllable Division | 183 |
| Alphabetical Arrangement | 184 |
| Guide Words | 185 |

| | PAGE |
|--|------------|
| SECTION III. LETTER-WRITING | 187 |
| How Important Are Letters? | 187 |
| Your Letter File | 188 |
| A Letter Exchange. | 189 |
| Forwarding | 190 |
| Committee Work | 192 |
| Letter Courtesy | 194 |
| Good Form for Letters | 195 |
| Invitations | 196 |
| A Letter File of Invitations | 197 |
| Invitations to be Written This Year | 198 |
| Letters Asking Favors | 198 |
| Other Letters of This Kind | 201 |
| Letters of Appreciation | 201 |
| Business Letters | 203 |
| Finding Out for Yourselves | 203 |
| A Letter to Study | 205 |
| SECTION IV. GOOD USAGE | 209 |
| Working for Better Usage | 210 |
| Recording Your Own Difficulties and Your Improvement | 211 |
| Courtesy in Criticism | 212 |
| Review Practices on Good Usage | 213 |
| New Word Habits to Learn | 217 |
| Double Negatives | 218 |
| The Use of <i>Gave</i> and <i>Came</i> | 219 |
| The Use of <i>Said</i> | 220 |
| The Use of <i>Themselves</i> and <i>Himself</i> | 220 |
| The Use of <i>Doesn't</i> | 221 |
| The Use of <i>Brought</i> | 222 |
| The Use of <i>Is</i> and <i>Are</i> | 223 |
| The Use of <i>Broke</i> and <i>Broken</i> | 224 |
| The Use of <i>Drank</i> and <i>Drunk</i> | 224 |
| The Use of <i>A</i> and <i>An</i> | 225 |

TABLE OF CONTENTS

xv

| | PAGE |
|--|------|
| SECTION V. CAPITAL LETTERS | 228 |
| Review Rules for Capital Letters | 228 |
| Planning What to Study | 231 |
| Review Practices | 233 |
| New Rules for the Fifth Grade | 240 |
| Practices on the New Rules | 242 |
| Testing What You Have Learned | 245 |
| SECTION VI. PUNCTUATION | 247 |
| Reviewing Punctuation Rules | 248 |
| Sentence-Ending Marks | 248 |
| Abbreviations | 248 |
| Contractions | 248 |
| Possessives | 249 |
| Quotations | 249 |
| Commas | 249 |
| Review Practices | 251 |
| New Things about Quotations | 257 |
| Divided Quotations | 257 |
| Quotations Several Sentences Long | 258 |
| New Things about the Comma | 259 |
| The Comma with the Name of the Person Ad- dressed | 259 |
| The Comma with Yes and No | 260 |
| A New Punctuation Mark | 261 |
| Possessives | 263 |
| The Apostrophe with Possessives | 263 |
| Singulars and Plurals | 264 |
| Your Dictionary Helper | 266 |
| Making Singular Words Possessive | 266 |
| Making Plural Words Possessive | 267 |
| SECTION VII. SENTENCES | 270 |
| Clear and Complete Sentences | 270 |
| Sentence Puzzles | 272 |

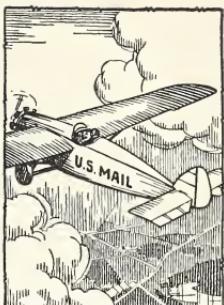
| | PAGE |
|--|------|
| Other Sentence Faults | 273 |
| Punctuating Sentences | 275 |
| Proof-Reading | 275 |
| A Fourth Kind of Sentence | 276 |
| Building Clear, Complete Sentences of Your Own . | 279 |
| Summary Sentences | 280 |
| Using Summary Sentences for Outlines | 281 |
| Judging Your Own Sentences | 282 |
| SECTION VIII. PARAGRAPHS | 284 |
| Paragraph Signs | 284 |
| Paragraph Detours | 285 |
| Making Paragraphs without Detours | 287 |
| Keep Moving | 288 |
| Judging Paragraphs | 289 |
| Criticizing Your Own Paragraphs | 292 |
| Paragraphing Conversation | 292 |
| Telling Things in Order | 294 |
| Paragraphs and Outlines | 295 |

Part I

YOUR
PROGRAM OF ACTIVITIES



THE AZTEC RUNNERS DELIVER THE SCROLL MESSAGE
TO THEIR EMPEROR



UNIT I

CARRYING MESSAGES FAR AND WIDE

THE FIRST ROYAL POST

In the throne room of the king of Assyria, on a day almost five thousand years ago, were gathered the leading men of the realm. King Sargon had called to his court his lords and vassals from the most distant parts of his kingdom.

In front of the throne stood the herald, with his trumpet richly inlaid with gold. At the third blast of the trumpet twenty young men marched up the center of the great hall. Each man was lightly clothed, as for a foot race. Around each man's head was a band of gold — the badge of the king. As the men reached the throne, they knelt and awaited the king's command.

King Sargon arose and spoke in a clear voice: "Know, all my subjects, that it pleases the King to start on this day a royal post. It shall run on stated days, carrying my words to the ends of the world, and bringing back any news or advice helpful to my government."

Then the king gave his first message to his subjects. When he had ended, the trumpet blew again. The

messengers arose, and the king said: "These be my messengers to bear my words to all men. Give ear to them and treat them with respect."

— ADAPTED

That day the people stood upon the walls of the city and watched the messengers of the king's post disappear into the distance — north, south, east, and west. As they watched, little did they dream that the post which King Sargon established that day would be spoken of thousands of years later, that it would be known as the first postal system established by a government and would be remembered when their great city had crumbled to dust and King Sargon's empire was only a memory.

Practice 1 — Conversing

How did King Sargon's plan for sending his messages to his people compare with the postal system of today? What would be the difficulty of such a system in our country? What are the different ways by which the President presents his messages to the people today? What part do newspapers play? How is the radio used? Few people could read in King Sargon's day. What difference did that make in sending messages to the people?

Practice 2 — Writing a Paragraph

Write a paragraph telling the differences in the way in which King Sargon sent his messages to distant places in his empire and the way in which the President of the United States communicates with us. Your first sentence will state whether or not there are great

differences. This is called the *topic sentence* of your paragraph. The other sentences will tell what you consider the differences to be. For help in writing a good paragraph, turn to your Handbook, Section VIII, on "Paragraphs."

INDIAN MESSENGERS

In America the first messages were also delivered by men who traveled on foot. When the Aztec Indians saw the Spaniards landing on the Mexican coast, they sent the news to their emperor with the greatest speed. Their artists drew pictures of the invaders and of their horses and cannon. Every small item was shown by the picture-makers; not one detail was left untold.

The pictures were rolled in a scroll, and two runners were chosen to carry them to the emperor almost three hundred miles away. Day and night the Indian messengers traveled. Through forest trails, over treeless plains, across hills and valleys they ran. On the fourth day, nearly exhausted, but proud of their achievement in bringing the news with such speed, they delivered the scroll to their emperor.

Practice 3 — Discussing Pictures in News Reports

Pictures still help to give us a better understanding of a news report. When a "big story" of some important happening is headlined on the front page of the newspaper, there are usually pictures to illustrate it. How do the newspapers get the pictures so quickly? Can you find out what is meant by a newspaper "morgue"? Have you seen pictures that were marked

“telephoto”? What does that mean? How do modern ways of sending pictures as a part of messages differ from the way of the Aztecs?

THE BEGINNING OF OUR POSTAL SYSTEM

Three hundred years ago (1635) the first public post was established in England. It took three days to carry a message from London to Edinburgh. About every twenty miles there was a station or post for the riders carrying the government mail. The keeper of each post had to have at least two horses ready at all times to carry government messages. The riders were expected to make seven miles an hour in summer and five miles an hour in winter.

It was not until one hundred fifty years later that the English started carrying the mail in wagons. The mail coaches, as they were called, were very striking in appearance with their gilt and bright red and blue paint. Royal guards rode on top of them to protect the mail.

Practice 4 — Writing a Description

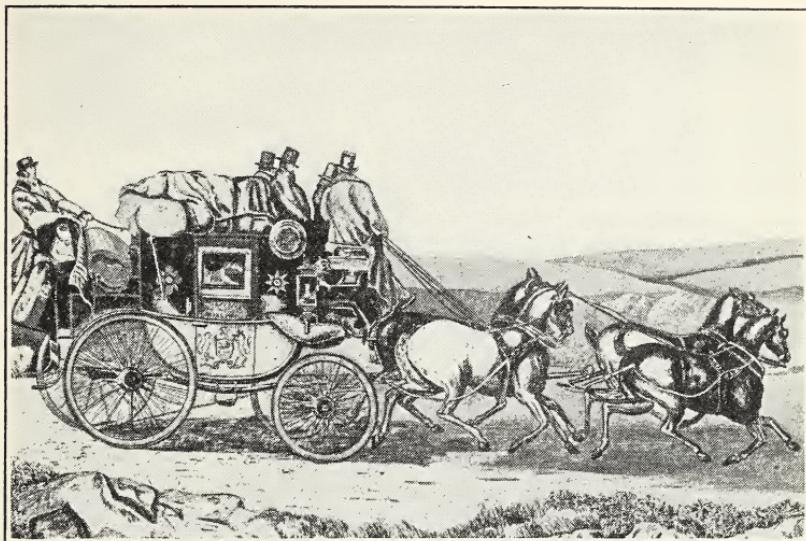
[*Handbook, Section VIII, Paragraphs*]

Study the picture of the English Royal Mail. Write a paragraph describing it. The first sentence of your paragraph will be the important one.

Here is a sample beginning sentence:

What a wonderful sight the Royal Mail must have been as it rolled through the streets of English towns a hundred years ago.

The other sentences will tell some of the things you see in the picture that will give the reader of your para-



Courtesy of the Fisher Body Craftsman's Guild

THE ENGLISH ROYAL MAIL

graph a clear idea of the mail coach. These sentences will tell of the horses, the guards, the passengers, or the richly decorated body of the coach.

AMERICA'S FIRST MAIL SERVICE

The first regular mail carrier in America set out on horseback from New York to Boston on New Year's Day, 1672. Once a month this postman made the trip by ferry, ford, and bridle path. There were no post offices, and when he returned to New York he would empty his bag on the table in a coffeehouse. This was the place where the most people were gathered together. There they got their mail when the post rider arrived.

One of the first acts of the Continental Congress was to establish a colonial system of mails. Benjamin

Franklin was the first postmaster general. In those early days it was rather costly to send a letter. The charge was from four pence to one shilling (eight to twenty-five cents in present-day money) for each letter, depending upon the weight and the distance the letter was to go. People were very careful to use only a few sheets of paper to avoid a double charge. Sometimes this meant that they wrote both ways on the sheet of paper — from side to side, as we do, and also from top to bottom.

Practice 5 — Discussing Early Mail Service

The colonies were all near the ocean. How do you think much of their mail was carried besides by riders on horseback? What effect do you think a postal rate of twenty-five cents for one letter would have on mail today? Why was it very necessary for a letter-writer in colonial times to be a good penman?

Practice 6 — Finding Information

[*Handbook, Section II, Using Book Tools*]

There are several places where you can find out about the early history of our postal system. Your post office can give you some information. Your reference books will have a short history of the post-office department, and your library will have books that tell something about this subject. How good are you as searchers? Report to the class what you find on the beginnings of our post-office department.

THE PONY EXPRESS

In 1860 much of the vast country west of the Mississippi River was a trackless wilderness of barren desert



The United States Post-Office Department

THE PONY EXPRESS RIDER

and frowning mountains. A quick and certain method of communication was needed. Plans were made for a fleet of fast riders to be called the *Pony Express*. Eighty of the best riders were employed, and over four hundred horses were used. Each horse covered about fifteen miles between stations, and travel was at top speed night and day all the way. The time for carrying the mail from the Missouri River to San Francisco was eight days.

THE FIRST TRANSCONTINENTAL MAIL BY PONY EXPRESS

The opening day at St. Joseph, Missouri, was a gay occasion. A great crowd had assembled in the streets, and excitement was at fever heat. Flags were flying everywhere, and a brass band added to the hubbub. The train bringing the mail from the East was due in the afternoon. At last the waiting throng heard the train, on time.

Scarcely had it stopped when busy hands were transferring the mail pouches to a wagon, which rattled down the street to the post office. A few minutes more and the Pacific mail was sorted out and ready for the Express rider. The letter pouch was adjusted to the saddle. It was limited to twenty pounds and contained, besides letters and a New York newspaper printed on tissue paper, a message of congratulation from President Buchanan to Governor Downey, of California. As the last buckle was adjusted, the rider sprang into the saddle, and down the main street of St. Joseph he went at a mad gallop, the people shouting themselves hoarse.

At the foot of the street, at the Missouri River landing, a ferry boat was waiting for him, and onto it he dashed. Hardly had his horse's hoofs struck the planking when the bells clanged and the boat pushed off into midstream. The first trip of the Pony Express was begun.

— ADAPTED

Practice 7 — Writing a Paragraph

Imagine that you are an old-time Western rancher. For a month you have had no news from the East and your old home town. One afternoon you look across the prairie and see a cloud of dust. It's the Pony Express with mail! Write as if you were the rancher, and tell how the rider and horse look as they draw up to your door.

THE OVERLAND MAIL

For several years before the completion of the railroad to the west coast the mail was carried in four-horse or six-horse wagons instead of by the Pony Express. These wagons were very much like the stage-coaches that carried the mail and passengers in the colonial days. They were heavy, with wide iron tires on their wheels. They were usually painted bright red or green. Inside were three long seats, each large enough for three passengers. More passengers could be carried on top with the luggage. This was not such a good place to ride when it stormed. The driver sat in a high seat in front, and the mail was carried wherever space could be found.

“Stations” were located all the way across the country, about forty miles apart. Here the horses could be fed. Sometimes a complete new set of horses was provided. The passengers, too, could get food and lodging if the mail wagon stayed overnight. Twenty-five days was the average time that it took the Overland Mail to reach California from St. Louis.

Practice 8 — Making a Report

Many exciting adventures are told of the Pony Express riders and the Overland Mail. Not only were there hostile Indians, but there were also bands of robbers who wanted to get any valuables that the mail might carry.

Stories of the courage of the drivers in protecting the passengers and the mail were as common for many years as stories of brave airplane pilots are today. Many of these stories you can find in library books.

MAIL ON THE OVERLAND STAGE

Down the main street of old Denver a cloud of dust arose, and from its midst appeared a confused vision of plunging horses and a huge, lumbering carriage. Nearer it came and a clearer view showed six madly galloping horses and a driver who sat on top of the coach and cracked his whip. The stage drew up to the little station with a flourish. No matter how hard the journey between stations might have been, the stage always came in with a roar.

As passengers climbed out and others got in, an alert-looking fellow with a brace of pistols in his belt and a gun slung from his shoulder climbed nimbly down from his seat alongside the driver and handed a mail sack to a waiting man. Other sacks were neatly piled on top. He represented Uncle Sam. This was the government Overland Mail.

— ADAPTED

You will find more stories of these adventures in the following books:

Roughing It — Mark Twain

The Danger Trail — J. W. Schultz

Trail-Makers of the Northwest — P. L. Howarth

Children's Stories of American Progress — H. C. Wright

Heroes of Progress in America — C. Morris

Westward to the Pacific — Marion G. Clark

The Bullwhacker — W. F. Hooker

Frontier Law — W. J. McConnell

Ox-Team Days on the Oregon Trail — Ezra Meeker

The White Indian Boy — E. N. Wilson

From your reading select one incident or adventure that you think will interest your class and make a report of it to them. On the next page are some standards that you should have in mind to make your report a good one.

Standards for Telling a Story

1. Make the first sentence important. It must interest your hearers and make them want to hear the rest of your story.
2. Choose an adventure that you enjoyed and one that you will take pleasure in telling to your classmates.
3. Proceed easily from one point to the next, without hesitating or telling unimportant details.
4. End your report while your listeners are still interested. Do not ramble on until your audience is tired.

Practice 9 — Using Your Dictionary

[Handbook, Section II, Using Book Tools]

To have a good picture in your mind of the Overland stage just described, you must know the meaning of every word. Here is a list of those you may need to look up in your dictionary.

| | | | |
|----------|-----------|---------|-------------|
| confused | lumbering | journey | nimbly |
| vision | flourish | alert | represented |

Practice 10 — Conversing about the Overland Mail

How would you like to have been the driver on the Overland Mail stage with six horses to manage at one time? Or would you rather have been the mail guard? Why did he need to carry two pistols? What were some of the dangers he might meet? What sort of man was needed for this work? Are there jobs today for the same kind of men?

THE MAIL TRAINS

After the year 1830 railroads began to take the place of stagecoaches in the eastern part of the United States. The United States postal service used the railroads for carrying letters. The cost of sending a letter by mail became less and less. People began to use the postal service much more widely.

Most of our mail is still carried by the railroads. The man in charge of your post office will be glad to show you how the mail is sorted and sent out on the mail trains to all parts of the country. Your class, or a committee, can visit your nearest post office and get much information about the sending and receiving of mail.

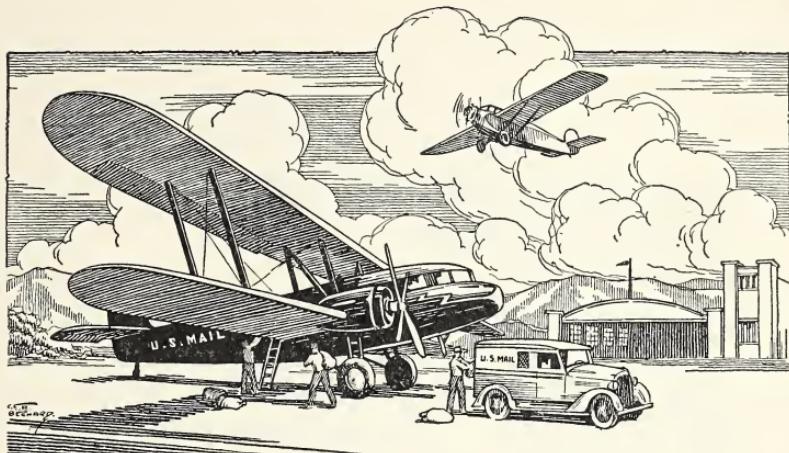
Practice 11 — Reporting on a Trip

When you have visited your post office, write a report on what you learned about the handling of the mail. Here are some of the questions you may answer in your report.

1. How many times each day does the post office send mail out on the trains? How many times does it receive mail from the railroad station or the main post office?
2. How does the clerk cancel the stamps on the letters? Why is every stamp canceled?
3. How are the letters sorted so that some letters will go east, others west, some north, and others south?
4. What are the different kinds of mail?

THE AIR MAIL

The most recent and the fastest mail service is the air mail. The railroad takes from three to four days to carry a letter from New York to San Francisco.



The mail plane covers this distance in a little over one day and travels on schedule every day. What a difference in time this is when compared with the twenty-five days that the Overland Mail took in carrying the mail from St. Louis to California! A visit to the airport at the time the mail plane takes off or lands is an experience that you will enjoy if you live in a city that is on one of the air-mail routes. The air-mail service is increasing from year to year, and it may be that some day the greater part of all the mail will be carried in airplanes.

The Post-Office Department at Washington will send you information about the air-mail service if you write for it. On the next page is a letter that you may use as a model.

Practice 12 — Writing a Letter

Write a class letter to the Post-Office Department at Washington, asking for information that you would like in your study of air-mail service.

Center School
Aurora, Illinois
January 9, 1935

Second Assistant Postmaster General
Post Office Department
Washington, D.C.

Dear Sir:

We are studying the development of the air mail in our class. If you have any maps that show the air-mail routes and any pamphlets that tell about the advantages and the cost of sending letters by air mail, we shall appreciate receiving them.

Yours truly,
Fifth Grade

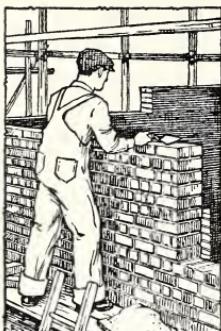
HELPING THE MAIL SERVICE

How can everyone, including fifth-grade boys and girls, help the post-office workers in their efforts to have the mail come through quickly and correctly? There are several things you can do to help. You can direct your letters very clearly, so that the address of the person to whom the letter is going can be read easily. You can avoid using abbreviations which may not be understood, such as "Cal." for "California" and "Col." for "Colorado." These look much alike in handwriting. You can be sure always to place a return address in the upper left corner of the envelope. You can be sure to have the correct amount of postage on the envelope, especially if it is heavier than the

ordinary letter. You can provide good mail boxes to receive letters in, and place them so that they will be convenient for your postmen. These are some of the things which fifth-grade boys and girls, as *good citizens*, can do to help the post-office department of their government.

Practice 13 — Making a Bulletin Board Exhibit

During the past one hundred years great changes have taken place in the method and speed with which written messages are carried. Arrange an exhibit of pictures and statements that show this progress. Mount them and exhibit them on your bulletin board. Have one section of the exhibit arranged to show *How We Can Help the Post-Office Workers*.



UNIT II

HOLIDAY PROGRAMS — FALL SEMESTER

LABOR DAY

On the first Monday in September people all over our country celebrate Labor Day. On that day stores and factories close. Meetings are held and parades march down the streets. Do you know why we have this celebration? Even if Labor Day is past when your school begins, you will be interested to learn why we have a day in honor of labor.

Many years ago in far-away Europe the workers who made things for people did not get much for their labor. Often they had to work in dark, unhealthful places. They were poor and their families sometimes did not have enough to eat. To make things better for themselves, they joined together in a sort of club. This club was called a “guild” (gild). The guild helped the workers to have better wages and better places in which to work. Then both the workers and the men for whom they worked were happier. To show their joy, they held fairs and parades. From this

custom has come our celebration of Labor Day. The parade of the Knights of Labor in New York City in 1882 began the annual celebration, which comes on the first Monday of September.

Now in nearly all our states Labor Day is a holiday. On that day we honor the men and women whose work provides us food, clothing, homes, and the many things we use each day.

Practice 1 — Discussing Kinds of Work

What kinds of work have you seen being done by the grown-up people in your community? Make a list of all the workers that members of your class have seen during the summer. Which ones were working in order to get food for people? Clothing? Homes, and the things used in homes? Transportation? What other things do workers do for people?

After your discussion you may write some paragraphs and draw pictures for a Labor Day booklet. One fifth-grade boy wrote this paragraph to show how important he thought one worker was.

AN IMPORTANT WORKER

I shall tell you why I think the work of the plumber is important. Last winter our family went to visit my grandmother over New Year's Day. The day we got back I was going down to the basement to get my sled when I heard the sound of running water. Imagine my surprise to see a big stream coming out of a broken pipe near the basement window. I called to Mother. When she saw it, she rushed to the telephone and called the plumber. In ten minutes he came and soon the pipe was fixed. I don't know what we would have done that day without the help of the plumber.

— RALPH B.

Practice 2 — Writing a Paragraph

[*Handbook, Section V, Capital Letters, and Section VI, Punctuation*]

Select one of the ten workers listed here or some other worker whom you know. Write a paragraph telling why you believe that his is one of the most important kinds of work.

After you have written your first copy, go over it carefully to be sure your paragraph is capitalized and punctuated correctly.

| | |
|-----------|-----------------|
| Carpenter | Auto repair man |
| Plumber | Garment maker |
| Grocer | Steel worker |
| Farmer | Truck driver |
| Painter | Railroad worker |

Young Workers

Years ago, before Labor Day was celebrated, small children were allowed to work long hours in factories. This was not good, because it kept many of them from growing up to be strong and healthy men and women. Now children in many of our states are not permitted to do work that is harmful to them.

But there are many kinds of work at home that boys and girls can do without harming their health. And there are many ways in which they can help older people at home. Indeed, some kinds of work can be as much fun as play. It would be interesting to have your own Labor Day celebration in your classroom sometime in September. You can plan a program of talks on work you have done during the summer vacation and an exhibit of things you have made or collected or grown.

Practice 3 — Giving a Short Talk

What kind of work do you like best to do? Do you like helping your father or mother or some other person? Do you like sometimes to work at something that is your own, like furnishing a doll house, or making a racing car with the wheels from an old coaster wagon? Collecting, making playthings, raising vegetables or flowers, sewing, shoveling snow—all of these some fifth-grade boys and girls have done. Tell your classmates in a short talk of some work that you have done or like to do.

Here are some standards that you may want to use, so that your classmates will enjoy your talk.

Standards for a Short Talk

1. Be well prepared. Know what you want to say.
2. Start with a sentence that tells something interesting about the topic.
3. Keep to the point; don't ramble.
4. Speak clearly and loudly enough for your listeners to hear you.
5. Stop before your listeners lose interest.

Practice 4 — Having an Exhibit and Program

Things you have made, collections of different kinds, flowers or vegetables you have raised, are some of the things that you can bring to school for your exhibit. You will need to write labels telling about each item in your exhibit. Write your labels in complete sen-

tences. When the exhibit is all arranged, you can give a program at which some pupils may give their short talks on the work they like best to do.

HALLOWEEN

Why do we celebrate Halloween? Who were the first people to observe it? These questions very few persons can answer. The celebration of Halloween started many years ago, and in many different countries.

How Halloween Started

THE BEGINNING OF HALLOWEEN

Once upon a time the land that is now England was inhabited by people called "Celts." The Celts were sun-worshippers. They built huge fires on their hilltops in honor of their sun-god.



THERE WAS A MAD RACE DOWN THE HILL

October. It was called by them "Samhain" (sä-wĭn), meaning "summer's end." Although Samhain was also the

The priests of the Celts were called "druids." The druids had charge of religious ceremonies. At these festivals in honor of their sun-god they used sacred fire. It is from these early fire rites that the use of fire in our own celebrations has come. When you see the blaze in the jack-o'-lantern, you can hardly realize that its use was started hundreds of years ago by the druids.

One of the most important festivals presided over by the druids came on the last day of

beginning of a new year for them, it was a rather sad festival. The people seemed to be fearful of evil spirits. They believed strongly in fairies.

On the eve of Samhain huge bonfires were lighted on the hills, and from these fires the Celts took burning sticks to light fires in their homes. The hilltop fires were watched carefully by the people of the village until every red ember had turned to gray ashes. Then there was a mad race down the hill, with much shouting and excitement, for they believed that the devil would get the last one down.

When the Roman people came to England, this holiday was no longer called Samhain. It came to be known as Halloween.

— Adapted from *A Little Book of Halloween*
by ELIZABETH H. SECHRIST

Practice 5 — Giving an Oral Explanation

Using this story of the beginning of Halloween and any other information you can find in reference books, prepare your own explanation of "Where Halloween Came From." If you are able to tell it well, you will find many people interested in your story.

Our Celebration of Halloween

In our land today Halloween has come to be a time for fun and merrymaking, for jests and pranks. The warm evenings of Indian summer are coming to an end, the falling leaves give the night a sense of mystery, and the very air seems to call for adventure. So American children venture forth on their Halloween pranks.

Practice 6 — Discussing Halloween Fun

What kind of Halloween jokes do you play? Can some Halloween fun be harmful? Is it possible that

people may suffer from Halloween fun? Can a group of children have a good time on Halloween without causing someone harm? Name some stunts that are not good. Discuss others that give the group a lot of fun but do not cause anyone real harm.

Practice 7 — Making Rules

[*Handbook, Section VII, Sentences*]

Think of several good rules that you might observe in planning Halloween fun. Write them out in clear sentences. If you think that any one of the rules is especially good, print it and post it on the school bulletin board. Here is one rule. Surely you can think of another good one.

Let's have a lot of fun,
But let's not hurt anyone
On Halloween.

Practice 8 — Explaining a Game

In making plans for Halloween, you will want to know about the best games to play. Can you explain a good Halloween game? Here is a list of good ones. If you don't know them, you will find them explained in *A Little Book of Halloween* by Elizabeth H. Sechrist.

Bobbing for Apples
A Peanut Race
Peanut Straws
Your Eyes Betray

Ghost Feet
Cracker Race
Suitcase Race
Obstacle Walk

THE HARVEST FESTIVAL — THANKSGIVING

It has been the custom of people in all countries, as far back as records go, to celebrate the gathering in of the winter food at harvest time. Many years ago

**THE FIRST THANKSGIVING**

This first American harvest festival was celebrated in October, 1621. There were sermons and prayers as well as three days of feasting in which the Indians joined the Pilgrims.

people offered the first fruits of the harvest to spirits or gods to express their joy over a successful summer and a completed harvest. The harvest festival of our own country is called Thanksgiving. Sometimes people do not realize that there have been, and still are, other harvest festivals and that Thanksgiving is really the most recent of them.

*Practice 9 — Making a Report *¹*

From interviews with older persons, library books, or encyclopedias, learn about one of the following and make a report to the class:

- The Greek Festival of Demeter
- The Roman Festival of Ceralia
- The Hebrew Feast of the Ingathering
- Old English Harvest Home Festival
- Scottish Kern Festival
- Canadian Fête of the Big Sheaf
- French Festival of the Sheaves
- German Harvest Home Festival
- Hungarian Grape Festival
- Indian Corn Dances
- American Thanksgiving

The First Thanksgiving

The story of the Pilgrims and the first Thanksgiving Day is well known to all. However, it is one that we like to have retold again and again. In your history you have been reading stories of the Pilgrims and their travels and hardships. At Thanksgiving time it will be interesting to tell this story by dramatizing it.

*Practice 10 — Dramatizing the Story
of the Pilgrims*

The story of the Pilgrims can be divided into four parts, each part to be presented by a committee of pupils in a scene that they will prepare. These four scenes will be:

¹ Practices with an asterisk (*) are optional. Your teacher will decide whether you are to do them or not.

Scene 1 — The life of the Pilgrims in Scrooby, showing why they left England

Scene 2 — The life of the Pilgrims in Holland, showing why they sailed for America

Scene 3 — The first days in America, showing hardships

Scene 4 — The celebration of the harvest — the first Thanksgiving

CHRISTMAS

The Christmas Tree

Have you ever wondered why we decorate the evergreen tree with lights and tinsel at Christmas time? This is a Christmas custom that has come down to us from years ago. The fir tree was first used at Christmas time in Germany. It was brought into the house secretly and was beautifully decorated. When the children saw it on Christmas morning, they believed that the Christ child had visited their home in the night.

Practice 11 — Making an Oral Report

Different countries have different customs at Christmas time. Here is a list of some customs. Select one and find out what country has it and how it is observed.

| | |
|--------------------------|------------------------------------|
| Bringing in the yule log | Decorating the tree with tinsel |
| Hanging the mistletoe | Placing lighted candles in windows |
| Decorating with holly | Placing shoes at the fireplace |
| Visit from Santa Claus | Hanging stocking by the fireside |

Here are some books that will help you to learn about Christmas customs:

1. *The World Book Encyclopedia*
2. *Compton's Pictured Encyclopedia*

3. Chambers, Robert — *Book of Days* (2 volumes)
4. Dier, J. C. — *Children's Book of Christmas*
5. Pringle, Mary and Urann, Clara — *Yuletide in Many Lands*
6. Sechrist, Elizabeth H. — *Christmas Everywhere*

Christmas in France

The children of France sing this song as they prepare for Christmas:

Have you not seen the little Noël
Running about from door to door,
Coming down from heaven above?
Have you not seen the little Noël
Bringing joy to those we love?

Noël is their name for the Christ child, who is supposed to be with them at Christmas time. On Christmas Eve the family sit around the fire and tell stories about early days in the lives of the parents, grandparents, aunts, and uncles. Children listen to these stories and ask questions. Just as the stories end, the log in the fireplace seems to explode, and candies and nuts are thrown into the room for everyone to gather. The log has been filled with these good things by the parents and a spring has been fixed with a sprinkle of powder at its latch. When the log becomes warm, the spring is loosened and throws the goodies out over the floor.

Practice 12 — Telling Stories

Christmas is a good time for telling stories. There are the stories of the coming of the Christ child and other beautiful stories of Christmas time. Choose one that you like and prepare to tell it to your class. It

may be that you will have a chance to tell it at home on Christmas Eve.

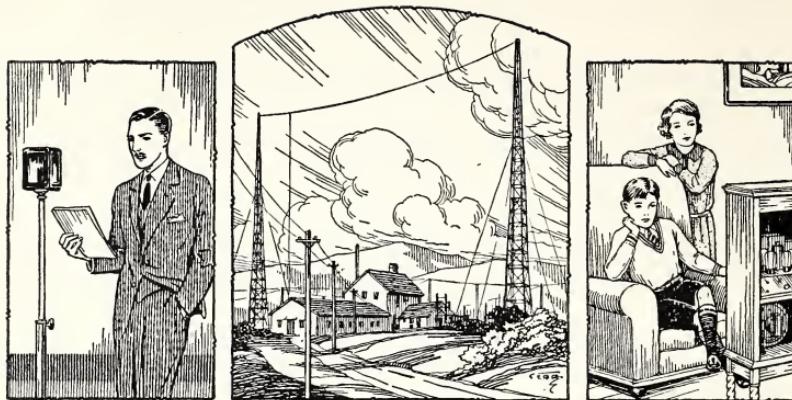
Here are some books that have Christmas stories in them.

1. Daglish, Alice and Rhys, E.—*A Christmas Holiday Book*
2. Dalgliesh, Alice — *Christmas, A Book of Stories Old and New*
3. Dickinson, A. D. and Skinner, A. M. — *Children's Book of Christmas Stories*
4. Pringle, Mary and Urann, Clara — *Yuletide in Many Lands*
5. *St. Nicholas Christmas Book*
6. Sechrist, Elizabeth H. — *Christmas Everywhere*
7. Smith, Elva and Hazeltine, Alice — *Christmas in Legend and Story*.
8. Walters, Maude — *A Book of Christmas Stories for Children*

Practice 13 — Writing Christmas Letters

[*Handbook, Section III, Letter-Writing*]

Do you have Christmas customs in your home or your community that are followed every year? Many communities have a large tree in a square or a park that they light at a Christmas Eve ceremony. In many towns the families have developed the beautiful custom of putting lighted Christmas trees out in front of their homes or decorating evergreens with colored lights. Sometimes you find a whole street of them, half a mile or even a mile long. Write a letter describing some Christmas custom that you know from experience. If you write about a family custom, some friend or relative will be interested to know of it. If you write about a city custom, send your letter to a child in another city.



UNIT III

RADIO NEWS

Do you listen to the news reports over the radio every day? Many persons enjoy the flashes of news that are given in two or three sentences each day by the *newscasters*, as the radio news reporters are called.

Part of your language period each day can be used for radio news. Your "flashes" can tell about happenings at school, in your community, or in the affairs of the nation.

MAKING PLANS

Your Radio Staff

You will need a *staff*, or group of workers, to be responsible for the news each day. If the same staff serves for a week, the members will have time to plan their work carefully, and yet everyone in your class will have a chance to take part.

Choose an announcer, who will introduce the reporter each day of the week. You will need five reporters who will gather news and write the news flashes for

the week. Each one will read the news on one day. He will help the other reporters on the other four days. Select your staff on Thursday every week, so they can be ready to begin work the next Monday.

Practice 1 — Choosing Your Staff

You will each have a vote in choosing your staff. The one who receives the largest number of votes will be elected announcer for the week. Do not elect the same person twice until everyone has had a turn.

In selecting an announcer think of these qualities:

1. *Promptness.* An announcer must be prompt because he must broadcast at exactly the same time each day. Minutes are precious on the radio; so there is no time to wait for anyone.

2. *Clear speech.* Every word must be pronounced distinctly if the listeners are to understand the news. Your announcer should have the habit of speaking clearly and in a tone that can be heard easily.

3. *Dependability.* Your announcer will be responsible each day for deciding which reporter will give his news and for seeing that the news flashes are ready to be given. Choose someone whom you can depend upon to do that.

Your teacher will choose, or *appoint*, the five reporters each week.

Practice 2 — Discussing Plans for Broadcasting

You will have many questions to settle in making plans. Talk them over together and decide what you will do. Give everyone a chance to take part in your discussion. Here are four of the questions you will need to discuss.

1. What time of day will be best for your news flashes? The announcer will give the time just before he introduces the reporter each day.
2. Where will your broadcasters stand so that they can be heard but not seen?
3. What materials will you need? A gong? A table for the reporter's notes? A make-believe microphone?
4. Do you wish to name your station? What letters will you use?

YOUR PROGRAMS

School News

Your class will be interested in what is happening in other classes in your school. Things like this will make interesting news flashes:

1. First-grade pupils made a booklet that is a class directory. Each child drew his own picture and put his name below it. When they learn to write their addresses, they will draw pictures of their homes, too.



2. The third grade saw some rugs being woven in the craft shop.

3. A woman who had just come back from a trip to Russia told the sixth grade about the schools which the children of Russia attend.

Practice 3 — Writing School News Flashes

[Handbook, Section VII, Sentences]

Before you begin your broadcasts you can all be reporters and write news flashes. Select some happen-

ing to report. Write two or three sentences telling as much as possible in a few words. Which of these reports is the better for a news flash?

1

A nurse knows a lot about preventing sickness as well as making people well after they get sick. The third grade invited a nurse to talk to them about colds. The children have had so many colds this year. They are all going to try to keep from taking cold now.

2

A nurse from City Hospital, Miss Della Hansen, talked to the third grade yesterday about how to prevent colds. She told them to wear warm clothing, to keep their feet dry, and to keep away from other children who have colds.

These standards will help you to write good reports.

Standards for News Flashes

1. Make your report as short as possible.
2. Tell in your first sentence what the news is, when it happened, and to whom.
3. Give names of persons and places correctly.
4. Be definite. Don't waste words in general remarks. Make each sentence really tell something.

Community News

All good citizens keep informed about what is going on in their communities. Your reporters will skim through the newspaper each day to find city news that will be interesting to the class. This choosing of the

best news to report will not be easy. All papers print some news that is not really worth reading. Very few persons read everything in a paper. They select what they want to read.

Practice 4 — Using Judgment in Selecting News

Some of the news items below would be worth being made into news flashes for your radio programs. Which ones would not be?

1. The new library being opened
2. Election of mayor and council
3. A campaign for safer driving
4. A bandit robbing a bank
5. A famous tennis player in the city
6. A murder trial
7. A concert by the high-school band
8. Plans for a new city playground

Practice 5 — Writing News of the Community

In writing your flashes of community happenings, be sure to select something interesting and suitable for your report. Follow the standards for news flashes. You may add, "See page 4 of last night's (or this morning's) paper for a complete report."

Current Events

You are all interested in news of our country and of the rest of the world, too. Newspapers, magazines, and the radio all tell you of current events. If you are a reporter for the week, keep your eyes open for interesting news to report.

The reports in the papers will be too long for a

radio flash. You will need to select the main points to put into one or two sentences.

Practice 6 — Cutting a News Report

This selecting of one or two points is called *cutting* a report. Make this long report into a news flash for a radio program by cutting it:

The Chicago and Northwestern Railway sent over the rails between Chicago and Minneapolis last week a train called *The 400*. It covers 400 miles in 400 minutes and is to date the fastest train scheduled on the American Continent. To all appearances a standard, all-steel, air-conditioned train, *The 400* was hauled by an ordinary, big, black, puffing steam locomotive.

A year of scientific study and preparation and \$100,000 made the new train possible. The roadbed had to be made over for safety, the boiler pressure of the engine was increased, and the locomotive made to burn oil instead of coal so as to prevent the need for stops.

The 400 costs 95¢ a mile for operation, but the fare on the train is the same as on other trains that cost 75¢ a mile to run.

Other railroads have been placing fast trains on their lines. The race for speed goes on.

The Weather

Weather reports are part of all radio news flashes. You can get your information from the newspapers, from real radio news, or from the daily weather report cards sent out by the United States Weather Bureau.

Practice 7 — Reporting the Unusual

Weather reports that are most interesting are the unusual ones. Cold winds and snow in Florida or California are unusual. Heavy rain in one city with

no rain in a neighboring city is real weather news. A heavy dust storm in the West is news.

The Weather Bureau tells ahead of time, or *predicts*, the weather for the next day or two. That is always news because people are curious to know what the weather will be.

Try to make your weather reports interesting.

Announcements

The radio is excellent for announcements. The news reaches many persons quickly. You can make all class announcements during your radio news broadcasts. Announcements should be clear, complete, and brief.

If anyone in your class has an announcement to make, he may write it and give it to one of the reporters before it is time for the news to be read. The announcement may be about something that has been lost, about a committee meeting, about a program to which the class has been invited, or about a notice from the principal. Are these good announcements?

1

Ross Lewis has lost a fountain pen somewhere in the building. If anyone finds one, please let Ross know.

2

There will be a meeting of the Safety Patrol in Miss Barrett's office at 4:00 P.M. today.

Practice 8 — Writing Announcements

Write an announcement about one of these items:

1. A lost library book
2. Meeting of the committee in charge of a Christmas program

3. An invitation from the sixth grade to an exhibit of pictures and souvenirs of Switzerland
4. New playground rules about snowballing
5. A free swim at the Y.M.C.A. for all boys over nine years of age

Write an announcement of something in your own school.

Making More Complete News Reports

Sometimes you may wish to write out longer and more complete stories of the news that you told briefly in your radio report. These papers may be put up on the bulletin board, where anyone who wishes may read them. Sometimes you may wish to put on the bulletin board the printed article from the newspaper. Then over the radio, after the news flash, you might say, "A longer report of this event will be posted on the bulletin board."

This longer report of the news should be clearly written. Keep the margins even and the page neat. Is the announcement on the next page about the school exhibit a good example?

*Practice 9 — Writing Longer News Reports**

[Handbook, Section VIII, Paragraphs]

Write a news flash and then a longer report of any of these happenings:

1. A severe storm
2. A holiday celebration in your school
3. An important person visiting your community
4. The number of pupils absent from your room the last week and the reasons for absence

The School Exhibit

On Friday and Saturday of this week, from 2:00 p.m. to 9:00 p.m., an exhibit of school work will be on display in the gymnasium of Central High School. Every school will take part. You are asked to invite your parents to see the exhibit, especially our Lincoln School section.

During the evening there will be a program by the music and physical education departments. The home economics classes will serve tea. A movie of school activities will be shown in the visual education booth. The manual training classes will show some of the actual work that they do. In the art booth children will be modeling in clay and working with metal to show how they do those things! Every part of our school work will be shown in some way in the exhibit.

Special Numbers

Sometimes you may wish to have special numbers on your programs. For example, your announcer may arrange to have a short poem or a book review given.

*Practice 10 — Preparing a Special Number **

Prepare some special number for each week's program. You may read your favorite poem, begin the telling of an interesting story, or make a talk about something for the good of the school. This last talk will be like an editorial in the newspaper. It may be about order in the halls, or the care of books, or perhaps the welcoming of new pupils in the school.

PLANNING IMPROVEMENTS

At the end of each week talk over the news reports for the past week and plan how to improve them.

Practice 11 — Discussing Improvements

These questions will guide your discussion:

1. Was the news always interesting and worth while?
2. Were the reporters well prepared?
3. Did they read their notes clearly?
4. Did they have different kinds of news each day?
5. Did the news flashes make you want to read the more complete reports in the newspapers?

How should the reporters receive your criticisms? A courteous, kindly voice is very important in giving others suggestions. You are not likely to get others to agree with you if you give your criticisms in an annoying manner. Remember this during your discussion.



UNIT IV

OVERLAND TRAVEL

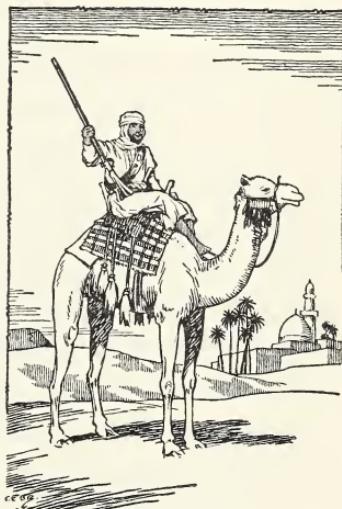
In the center of Africa there is a country into which very few white men have gone. The native tribes live there today very much as they did thousands of years ago. The climate is always warm. There are two seasons, however: the wet season when heavy rains fall day and night, and the dry season when the people are better able to go out to hunt and to gather food. In the wet season the tribes live in the hills or higher land. When the dry season comes, they move down into the lowlands.

How do you think these African tribes move from one place to another? They have no railroads, no automobiles, no wagons, not even horses. In fact, they do not have any roads like ours. When they move, they go on foot, carrying their belongings on their backs. This is the way our own ancestors traveled thousands of years ago. What a great change has come about in our ways of traveling! This unit traces the progress that man has made in his method of going from place to place.

OUTLINE FOR STUDYING LAND TRAVEL

There are so many things to find out about in the study of land transportation that it will be best to divide the work and let committees of pupils select the topics they would like to study. Here is an outline — a list of topics — from which each committee may choose the one it will prepare.

- I. Man carries a pack
 - A. In ancient times
 - B. Today (Boy Scout)
- II. The litter and the sedan chair
 - A. In ancient times
 - B. Today (Red Cross)
- III. Horseback
 - A. The post rider
 - B. The cowboy
 - C. The pack horse
- IV. Travel by other animals
 - A. Oxen
 - B. Dogs
 - C. Camels
 - D. Reindeer
 - E. Elephants
- V. The first use of the wheel
- VI. Carts hauled by men
 - A. Chinese carts
 - B. Wheelbarrows
 - C. Jinrikishas
 - D. Bicycles
- VII. Carts hauled by animals
 - A. Chariots
 - B. Coaches



- C. Wagons and buggies
- D. Covered wagons

VIII. The steam train

- A. The first locomotive
- B. The development of tracks
- C. How engines and railroad cars have improved

IX. Streetcars

X. Automobiles

- A. The first automobiles
- B. How automobiles have improved

GATHERING MATERIALS ON TRAVEL

A Book Shelf

Here are some ways of getting your materials together and using them.

With so many topics and with committees searching for information on every one, it will save time and energy if, before the committees start to work, all the pupils search for every bit of material they can find on transportation by land. This they can bring into the schoolroom and place on a special table or shelf. Geographies, history books, story books, encyclopedias, magazines, newspapers, pamphlets, circulars, advertisements — anything that tells something of interest about ways of travel will be of value.

A Bibliography

When you have gathered as much material as you can find, then you can all become *bibliographers* for a while.

What does this mean? It means that you are going to make it possible for any committee to get the most out of your collection of material in the shortest time possible. You can see that, if you have many books

and other sources, each committee will waste time if it has to go through each book looking for just the material on its topic. So you will all work together to make a bibliography.

Practice 1 — Making a Bibliography

[*Handbook, Section II, Using Book Tools*]

This is the way you will work. Each pupil will take one book or magazine from the book shelf. He will also take a plain card. At the top of the card he will write the author's name and the title of the book, thus:

*Brigham and McFarlane
How the World Lives and Works*

Then he will look through the table of contents and the index of the book and find out what is given there on any of the topics listed in the outline on travel. Sometimes he may glance at the pages of the book to make sure that the topic listed in the contents or in the index is the right one. His card will then look something like this:

*Brigham and McFarlane
How the World Lives and Works*

1. *Man carries a pack — p. 294 (picture)*
6. *Carts hauled by men — p. 294*
7. *Carts hauled by animals — pp. 294-295*
8. *The steam train — pp. 295-301*
10. *Automobiles — pp. 319-320*

When each pupil has finished going through his book and writing the topics on his card, he will place the card in a box where the cards from all the pupils are being collected. In this way thirty pupils can make out thirty bibliography cards for thirty different books in a short time.

Writing for Information

In your search for the best material on your topic you may want to write to someone for information or for printed material. One committee learned that a manufacturing company published an interesting pamphlet on transportation. They wrote a letter like this one:

Horace Mann School
Manchester, New Hampshire
March 15, 1935

Fisher Body Craftsman's Guild
Detroit
Michigan

Gentlemen:

In our class study of transportation our committee has selected the topic "Carts Hauled by Animals." We have been told that you publish a pamphlet called "An Outline History of Transportation," which will be of help to us. We should appreciate very much your sending us a copy.

Yours truly,
Jeanette Miller

Practice 2 — Writing a Business Letter

[*Handbook, Section III, Letter-Writing*]

As you read your books and magazines, you will find reference to other materials that you may obtain if you write for them. This calls for the ability to write a letter which will meet these standards:

Standards for a Business Letter

1. If the letter is handwritten, it should be clear and neat, so that it can be read without difficulty. There should be no misspelled word in it. The different parts of the letter should be in their proper places, with good margins.
2. The letter should be courteous. You are asking a favor.
3. Your request should be clear, so that there will be no misunderstanding.

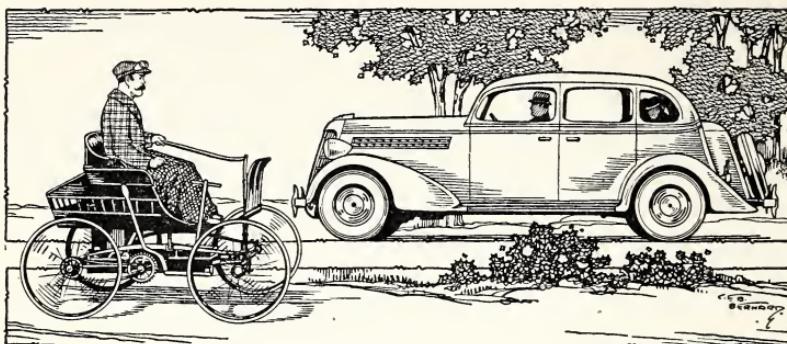
Committee Outlines

Each committee will find in planning its work that an outline will be helpful. Each member of the committee may then choose one topic of the outline to report upon.

Here is an example of an outline that the committee reporting on the automobile might use.

THE AUTOMOBILE

1. The invention of the gas engine
2. The first electric automobile
3. Early gas automobiles
4. The improvement of automobiles
5. Uses of automobiles today



Practice 3 — Making an Outline *

When your committee has selected or been given its topic, make an outline and divide the different topics among the members to report upon.

REPORTING ON YOUR TOPICS

The Chairman's Job

The chairman of a committee is an important person in the success of the committee report. Do you believe the committee members were helped in starting their reports by what Chairman George said in the example that follows?

TEACHER: Yesterday we heard an interesting report on "Travel by Horseback." This morning we are to hear the report of the committee on "Travel by Other Animals," George Reynolds, Chairman of the Committee.

CHAIRMAN GEORGE: When our committee started to work on the topic "Travel by Other Animals," we didn't realize how interesting it would be. It has taken us to many parts of the world and back to the time when traveling was a very simple matter. One of the first methods of travel

was by oxen. Jane and Helen will show you some pictures and tell you the story of this beast of burden.

Practice 4 — Introducing a Committee

As each committee is ready to report, the chairman will introduce the speakers. He should announce the topic and arouse the interest of the class by his opening sentence. He can make it easy and natural for each committee member to give his report.

The Committee Member's Oral Report

When a committee member is introduced by his chairman and rises to give his report, he should tell something interesting and of value to his classmates.

Here is an oral report made by a fifth-grade girl. Is it interesting?

I wish to tell you about the first bicycles. The first bicycle had no pedals. The rider had to push it with his feet. This bicycle was invented in 1817 and for many years it was the only kind of bicycle. We should hardly call it a bicycle today. It was more like a child's "scooter."

Next came the velocipede. It was called by this name because it could go swiftly. It was moved by pedals that were attached to one of the wheels which was larger than the other. With the velocipede many people began to ride for pleasure. The velocipede was much improved by the use of the chain sprocket,



which has the same effect as the large wheel without being heavy and unwieldy.

Bicycles are used in Europe much more generally than they are in our country. Dorothy will show you some of the interesting pictures of the different kinds of bicycles that we found in our reading.—MARY LEE

Practice 5 — Making an Oral Report

[*Handbook, Section IV, Good Usage*]

As a member of a committee you will make an oral report on some topic that has especially interested you and that your committee has agreed you should study. Can you make your report as good as Mary Lee's? Can you really interest your classmates in what you have to tell them?

A Written Report

Sometimes it is better for a committee member to write out his report in full, instead of just giving it orally from an outline. This is especially true when the report contains numbers, dates, or the names of persons. The following is an example of a short written report:

THE BEGINNING OF THE AUTOMOBILE

The automobile is not much more than forty years old, but for a hundred years people had been experimenting with engines that would run on the highways. The steam engine was too heavy. The gasoline engine was the invention that made the automobile possible. In 1896 there were only four automobiles driven by gasoline engines in the United States. There are several persons who claim to be the inventor of the first automobile. It is probable that no one person deserves that credit. Between 1879 and 1895 George Selden, Charles

Duryea, Ellwood Haynes, and Henry Ford had all produced gas-driven cars. Since that time cars have been greatly improved and their number enormously increased. In 1930 if all the automobiles had formed one long parade, they would have reached seventeen times across our country.

Practice 6 — Making a Written Report

When a committee makes its complete report to the class, it will probably have at least one of its members read a report that he has written in full. Here are standards for a good written report.

Standards for a Written Report

1. The report should be written legibly, so that the reader will not have to hesitate because he cannot read a word.
2. Correct spelling is important.
3. Proper margins and indented first lines of paragraphs help the reader.
4. The first sentence of the report is important. It should arouse the interest of those who read it or hear it read.
5. If there are two or more different ideas presented in the report, the sentences telling about each idea should be grouped into a paragraph.

DISCUSSING THE REPORTS

After each committee has made its report, you will find it interesting to ask questions and to discuss the most interesting parts of their report.

Practice 7 — Discussing Transportation

Here are seven questions that the study of transportation may bring up in your mind.

1. After the horse, what animal is the most important in travel?
2. What would be the effect if there were no wheel in your community?
3. How do the stagecoach and the modern Pullman car compare in traveling convenience?
4. What changes has the automobile brought to life on the farm?
5. What advantages have motor busses and motor trucks brought to your community?
6. Why are railroads still a necessary method of transportation for your community?
7. What are the latest improvements in trains?

Standards for Class Discussion

1. Ask questions courteously. Do not interrupt a speaker.
2. Make your answers clear and understandable.
3. Speak so that all can hear you.
4. Use complete sentences.
5. See that each question is answered before another is discussed.

Story-Telling

There are exciting stories connected with transportation, stories just as thrilling as any ever told. You

can have an interesting true-story hour telling these adventures.

Practice 8 — Telling a True Story

You may use one of these happenings, or tell some other adventure that you have read:

Buffalo Bill, the Pony Express Rider

An Attack by Indians while the Railroad Was Being Built
The Golden Spike

By Dog Sled with Byrd

The Race with the First Locomotive

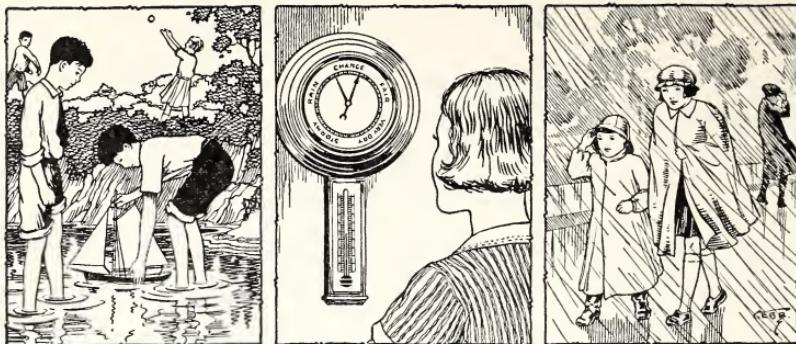
You can find stories of this kind in your history books or in the library.

Standards for Story-Telling

1. Did I know my story well?
2. Did I choose the main incidents and leave out unimportant details?
3. Did I speak clearly and use good sentences?
4. Did I watch my listeners and keep them interested?
5. Did I make the exciting parts sound exciting?

Practice 9 — Making a Booklet

Using the best written reports and pictures, either those drawn or painted by pupils, or those cut from old magazines or newspapers, make a class booklet that will tell about the various kinds of travel by land.



UNIT V

MOODS OF THE AIR

Have you ever noticed how often people talk about the weather? When your mother goes into the grocery store to do her purchasing for the day, the grocer greets her with some remark about the weather, such as, "Good morning, Mrs. Martin, it's a little crisp today. I shouldn't be a bit surprised if we had some snow before night."

Everyone seems to be interested in the weather. Do you know why? Is it because people have nothing else to talk about? Or is it because the weather is something that is really important to all of us? How important is the weather? Does it affect all of us?

If the weather is important, wouldn't it be a fine thing to learn more about it? Early peoples had many queer ideas about the reasons for the weather. Everyone is curious and interested in the changes taking place in the air. One purpose of this unit is to make you more intelligent listeners and speakers when the weather is the topic of conversation.

A WEATHER DIARY

A record of the weather from day to day is called a *weather diary*. This is a sample entry:

Dec. 20 — The thermometer on our front porch registered 10° this morning. Snow is falling and the wind is increasing. Mr. Martin thinks we are in for a blizzard.

Practice 1 — Keeping a Weather Diary

[*Handbook, Section VII, Sentences*]

Begin at once to keep a weather diary, writing a little paragraph about each day's weather. Here are some suggestions that may help to make your diaries interesting and useful to you all through this unit.

1. Notice the conversation of older people about the weather. If they make interesting comments or use new words, you may want to use them in your diary.
2. Watch for stories and reports about weather in the newspapers. You will find that you are becoming interested in weather in all parts of the country and the world, and you will begin to put sentences in your diaries comparing your weather with that of some other place.
3. Observe the weather more carefully yourself. Notice the temperature at different times of the day. How was it affected by the sun? If it was a windy day, did the wind go down when the sun went down? Can you describe a cloudy or gray day in interesting words?

New Words

As you learn more about the weather, the new and strange words that you meet will arouse your curiosity. By this time you already know some of the words in the following list. But can you tell what they

mean in words of your own? For instance, can you explain *precipitation* or *prevailing* — two words that are often used in talking about the weather? Here is a list of words for your *weather vocabulary*.

| | | |
|--------------|---------------|-------------|
| altitude | Fahrenheit | prevailing |
| annual | forecast | register |
| atmosphere | humidity | revolution |
| barometer | hurricane | rotation |
| blizzard | mercury | thermometer |
| bureau | nimbus | tornado |
| condensation | orbit | vacuum |
| cumulus | oxygen | vapor |
| cyclone | precipitation | velocity |
| evaporation | prediction | westerly |
| expands | pressure | windward |

Practice 2 — Using the Dictionary

[*Handbook, Section II, Using Book Tools*]

The meaning of the words just listed will become clearer to you as you study about the weather. In order to understand the new words better as you come upon them in your reading, look up in your dictionary those you do not know the meaning of.

A WEATHER BIBLIOGRAPHY

There are many sources of information on the weather — books, magazines, newspapers, bulletins, films, and pictures. Every member of the class should report where he has found information on the weather. If all these sources are listed either on the blackboard or in a special book for that purpose, you will have a class bibliography.

Another way to list references is to place each one

on a separate card. If there are many cards, it might be a good plan to keep them in a box, like the cards in a library catalog.

Practice 3 — Making a Class Bibliography

Make a class bibliography on *Weather*. You may organize it into parts, like this:

| | |
|-------------|-------------------------------|
| 1. The air | 4. Clouds |
| 2. The sun | 5. Rain, fog, sleet, and snow |
| 3. The wind | 6. Forecasting weather |

THE AIR

To see and touch something does not mean to know about it. Do you know that there is something which you use every day and feel as you swing your arms back and forth, but which you do not really know very well? There is. It is the air that you breathe and that always surrounds you.

To understand the weather and its many changes, we must find out what men have discovered about the ocean of air in which we live. At first men thought that the air was just nothing at all. Then they noticed that some things were lighter than air. From this they knew that air must have weight. They discovered by sending men high above the earth in balloons that the air becomes thinner and lighter, the farther above the earth one goes. They discovered, when they removed the air from a large glass container, that where there is no air, there is no sound. From this they knew that air can carry sound waves. So men have found that air has other uses than just for us to breathe.

The following is a report made by a committee who searched and found many interesting things on their topic.

WHAT IS IN THE AIR?

There are many things in the air which we do not see. Of course, we cannot expect to see the oxygen, nitrogen, and other gases, because when they are clear they are invisible. But we learned that there are millions of particles of dust in the air. These are so small that we can't see them. We noticed that when a ray of sunlight came into a darkened room, we could see some of the dust particles in it.

We also found that the air is filled with tiny drops of water, too fine to see. We noticed that the water on the sidewalks dried up. This water went into the air. We also watched the steam from the teakettle on the stove disappear into the air. This proved to us that the air holds water. In still another way we discovered that there is water in the air. We put a glass of ice water on a table. We noticed that drops of water began to appear on the outside of the glass. These drops, of course, didn't come through the glass. They came from the air around the glass. John Kramer's father told us that the water in the air had condensed on the outside of the glass.

Practice 4 — Making Committee Reports

There are so many things to find out about the air that it may be best to divide your class into committees and ask each committee to report on one topic. Here are some good questions about the air for committee members to study and report on to the class.

1. How far above the earth does the air go?
2. What is in the air?
3. What makes the colors in the sunset?

4. What is fresh air?
5. How does heat depend upon air?
6. How is air weighed?

Your bibliography will be most helpful in this work. If you do not already have these books on your list, try to locate them and use them.

Britannica Junior — “Air”

Compton’s Pictured Encyclopedia — “Air”

Craig and Hurley — Pathways in Science, Book IV — “The Earth and Living Things”

Hayes, Elizabeth — What Makes Up the World

Spencer, Gans, and Fritschler — Thought-Study Reader, Book V

Tappan, Eva M. — Wonders of Science

World Book Encyclopedia — “Air”

THE SUN

There is one other thing just as important as the air in its influence on the weather. This is the sun. All light and practically all heat come from the sun. Through many millions of miles, light and heat travel from the sun to the earth.

The white light that we get from the sun may be thought of as a mixture of light waves of all colors — red, orange, yellow, green, blue, violet. When this light shines through certain objects, like glass or tiny drops of water, it breaks up so that it shows these various colors. This is why we see a rainbow when the sun shines through many drops of water.

When the sunlight strikes the dust particles in the air, the blue waves are turned aside, or scattered. It is because of this that the sky looks blue to us.



AURORA

In this beautiful painting by Guido Reni, Apollo, the sun god, is driving his chariot across the heavens. Before him is Aurora, the dawn, with rosy-tipped fingers. His chariot is escorted by a band of the hours, and a cupid with his torch flies over the horses to light the way.

*Practice 5 — Giving an Oral Description **

Describe a rainbow you have seen either after a rain or in the spray made by the sprinkler on the lawn. You can make one with a glass prism, if the sun is shining, and give your description as you look at it.

THE RAINBOW

If all were rain and never sun,
No bow could span the hill;
If all were sun and never rain,
There'd be no rainbow still.

— CHRISTINA G. ROSSETTI

Sun Myths

Without the sun's rays neither plants nor animals could live. The earth would be a cold, barren place. It is no wonder that in ancient times men were sun

worshipers. They thought of the sun as a great god from whom all the good things of the earth came. They built temples to the sun and burned sacrifices on the altars, that the sun might be kind and bring them good fortune. Different peoples had different names for their sun god.

The Greeks called their sun god "Apollo." They believed that Apollo crossed the sky each day in a golden chariot, driving four beautiful horses. The Egyptians called their sun god "Ra," and he was one of their most important gods. The Indians told stories of the sun and of the brave Indian warriors who hunted it and brought it back to the people.

Practice 6 — Reporting on Sun Myths

You will find in many different books the stories that men told years ago about the sun. Report to your classmates the story that you find most interesting. Here are some of the books in which you will find these stories. Here is a chance to use the Table of Contents and the Index properly.

Cooke, F. J. — *Nature Myths*

Couzens, R. D. — *Stories of the Months and Days*

Hyde, L. S. — *Favorite Greek Myths*

Mabie, H. W. — *Norse Stories, "The Making of the World"*

Wells, M. E. — *How the Present Came from the Past*

THE WIND

To the men of olden times the wind was also a mysterious force. They could not understand where it came from or where it went. So they made up stories to explain these things. The Greeks called the

god who ruled the winds "Aeolus." They said that he lived on an island in the ocean, where he kept the winds shut up in a cave, and that he only let them out when he pleased or when other gods wanted them.

We do not make up stories about the winds, because men have discovered what causes them. They have found out that the sun, with the heat that it brings, really starts the winds blowing.

THE WIND

The wind has a language I could learn;
Sometimes 'tis soothing, and sometimes 'tis stern;
Sometimes it comes like a low, sweet song,
And all things grow calm, as the sound floats along;
And the forest is lulled by the dreamy strain;
And slumber sinks down on the wandering main;
And its crystal arms are folded in rest;
And the tall ship sleeps on its heaving breast.

— LETITIA ELIZABETH LANDON

Practice 7 — Writing a Paragraph to Explain the Wind

[*Handbook, Section VIII, Paragraphs*]

How the winds start to blow is a very simple matter, but can you write a paragraph explaining it so clearly that the one who reads it will understand? Here are some of the phrases you may use. Make sentences out of five or six of these phrases explaining the wind. Make your sentences clear and not too long.

Warm air light
Cold air heavier
Warm air rising
Low-pressure areas

Air rushing in
Earth warming and cooling
Ocean and lakes cooler than land in summer
Air at mountain tops cooler

Wind Speeds

On a warm day in June a gentle breeze comes in through your open window laden with the fragrance of flowers and growing things. The "light breeze" is air moving at the rate of about ten miles an hour. If air moves faster, say at twenty-five miles an hour, it is called a "fresh breeze." If it should get up to thirty miles an hour, it is called a "strong breeze." When the wind blows forty-five miles an hour, it is called a "fresh gale." "Hurricanes" go as fast as a very fast automobile — eighty to ninety miles an hour. In the "tornado" — the most terrible of all storms — air reaches its greatest speed. Men have estimated that the air in the whirling funnel of a tornado reaches a speed of four hundred to five hundred miles an hour. That is faster than any airplane has yet traveled.



Tornadoes are often spoken of as "cyclones," but cyclones are not necessarily storm winds. When the air moves around a low-pressure area, the weather man calls that movement a cyclone. Such a general movement of air can cover an area of five hundred miles or more, but the wind speed may be low.

Wild storms and wants and dangers
Will thrill a poet's heart,
And free his viking spirit
Far more than feeble art.
So welcome to the storm wind!
The Northers I invoke.
Here's to the strong, gray weather
That makes the heart of oak!

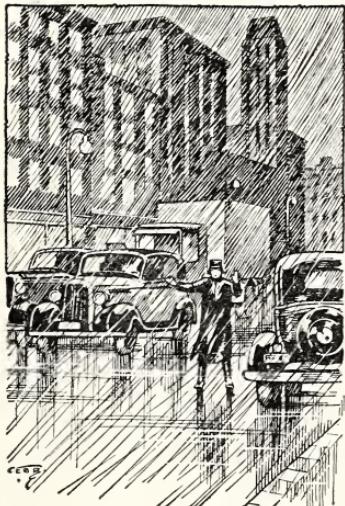
— WILLIAM LAWRENCE CHITTENDEN

Practice 8 — Giving an Illustrated Talk

Make a collection of pictures of the work of the wind. Divide your class into two parts. One group will look for stories and pictures showing the value of wind, and the other of harm done by wind. Newspapers have many stories and pictures of storms. Try to find others, too. Plan exactly what to say to explain your pictures.

WET WEATHER

There is water in the air at all times. It is only



when we see this water as fog, rain, sleet, or snow that we realize that it is there. Wet weather sometimes seems to be gloomy weather, and we are glad to see sunshine afterward, but we know that the rain is very necessary in order that plants and animals may live and grow. The desert is an example of what our country would be like if it had no rain.

CITY RAIN

Rain in the city!

I love to see it fall

Slantwise where the buildings crowd,

Red brick and all.

Streets of shiny wetness

Where the taxis go,

With people and umbrellas all

Bobbing to and fro.

Rain in the city!

I love to hear it drip

When I am cozy in my room

Snug as any ship,

With toys spread on the table,

With a picture book or two,

And the rain like a rumbling tune that sings

Through everything I do.

— RACHEL FIELD

Practice 10 — Making Committee Reports

Divide the class into committees and, with the aid of the bibliography, let each committee look up and report on one of the following subjects:

1. The difference between fog and a cloud
2. Where rain comes from
3. How hail and sleet are made
4. What causes snow
5. Why snowflakes fall in beautiful shapes, like stars and flowers

Practice 11 — Telling a Story

Fog, rain, sleet, and snow are four forms of water in the air. Tell of some experience you have had

with one of these. You may have been lost in the fog at some time, or been snowbound, or have seen a cloudburst or a sleet storm. If you have heard or read of an experience more exciting than your own, you may tell that.

*Practice 12 — Writing a Poem **

Watching cloud shapes in the sky, hearing wind blow, or watching rain or snow falling on trees and all about, makes us contented, happy, or sad. These feelings are often expressed in poetry.

Look back over the poems in this unit. Read them all aloud if you like. Then let each member of the class write a little poem about some kind of weather. If you have many good poems, you may want to bind them into a booklet and call them "Our Weather Poems."

It isn't only flakes that fall
On the street and roof and all,
All the day and evening hours,
But white and shining stars and flowers.

A million, million tiny stars,
Dropping from the cloudy bars,
Falling softly all around,
On my sleeve and on the ground.

A million, million flowers white,
Falling softly day and night —
But not a leaf or stem at all —
It isn't only flakes that fall.

— ANNETTE WYNNE

FORECASTING THE WEATHER

The weather is so important to us that our government has a Weather Bureau at Washington and about

two hundred weather stations in all parts of our country. The men in these weather stations know much about the air and the weather, both from study and from experience. With special instruments they measure the temperature and weight of the air, the direction and speed of the wind, and the amount of rainfall or snowfall. Twice a day these weather men report their measurements to the Washington Weather Bureau, and there a weather map of the entire country is made from them. If a bad storm is moving across the country from the west, the map shows it. If freezing temperatures are approaching, the weather men can warn the people whose crops will be harmed by frosts.

Sometimes the weather forecast in the newspaper contains just a statement like this.

Fair tonight and Thursday. Colder tonight. Temperature about 25 degrees Thursday morning. Fresh northeast winds. Sun rises 6:44. Sun sets 4:46.

At other times, especially when the weather is very unusual, a report of the temperature or rainfall from the weather station in another part of the country is given. The newspapers of the large cities usually print on their market page an "Official Weather Forecast," containing reports from all sections of the country.

Practice 13 — Preparing an Exhibit for the Bulletin Board

Clip from the newspapers as many different types of forecasts as you can find. Also clip stories about

the weather. Mount them on heavy paper and write a brief explanation of them below. Tell where they are from, date, location, purpose, etc. Then make an exhibit of them on your bulletin board.

*Practice 14 — Writing Letters **

If there is a weather station near you and if you would like to visit it, write a class letter asking permission to make a visit. If you cannot visit a weather station, you can write to the Weather Bureau at Washington and ask for several weather maps of the country, or of your section of the country. The Department of Agriculture also sends material on weather and the protection of crops, upon request.

THE WEATHER AND OCCUPATIONS

The man who stays indoors all the time will probably not be very much affected by the weather. But most persons do go outdoors every day, and the weather means much to them. To many, it means only how they will clothe themselves. But to some, it may mean loss, with its hardships and disappointment; and to others it may mean profit and plenty. For some occupations unfavorable weather means great loss or hazard.

Practice 15 — Writing a Paragraph

Pair off one of the kinds of weather and one of the occupations listed on the next page (as, *hot and dry weather* and *grain merchant*) and describe briefly the effect of the first upon the second. Make your paragraph as interesting and complete as possible.

| <i>Weather</i> | <i>Occupation</i> |
|-------------------|-------------------|
| Hot and dry | Grocer |
| Very cold | Coal dealer |
| Hurricane | Fruit grower |
| Steady, warm rain | Grain merchant |
| Early frost | Baseball manager |
| Heavy snow | Bus driver |
| Sleet storm | Airplane pilot |
| Hail | Doctor |



UNIT VI

IN THE BOOKSTORE

Just about Christmas time a bookstore is an interesting place. Many beautiful new books are on display. Crowds of people are in the shop selecting books as gifts for their friends.

If you receive a lovely book as a gift, you sometimes ask your parents to let you take it to school to show your classmates. There is something about books that makes everyone want to share the pleasure of them with others.

Practice 1 — Discussing the Choice of Books

Why did you decide to read the book that you just finished reading yesterday or last week? To find out what makes most people choose certain books and not others, ask that question of everyone in your class. You will hear such reasons as:

“Because Peter said he liked it.”

“Because I saw it in the library and liked the pictures.”

“Because we had it at home.”

Probably more of you will give a reason like the first than any other. We like to read the same books that

our friends read because we enjoy talking about them together. We do not always like the same books, just as we do not always like the same friends. That is why a good library has many different kinds of books in it.

SHARING YOUR KNOWLEDGE OF BOOKS

If you are going to talk about a book, you must be able to give the main idea of the book in a few sentences. You must also be able to pick out certain very interesting parts to tell in detail. Here are summaries of three books for children. Do you know from these few sentences what each book is about and whether you would like it?

1

The World We Live In and How It Came to Be, by Gertrude Hartman

This is a different sort of history book. It traces the history of the world from the very beginning. The important discoveries and inventions of each age are described. The book makes us realize how each invention has changed the lives of people.

2

Airways, by F. E. Engleman and Julia Salmon

Mr. Engleman was a flight officer in the United States Naval Flying Corps. The book tells the story of some children who visit an airport and see airplanes, gliders, weather balloons, and many other thrilling things. They even take a ride over their city in a plane and find what air bumps and tail spins are like. There are many interesting pictures.

3

Something Perfectly Silly, by Marni and Harrie Wood

This book is nothing but nonsense. It is full of ridiculous poems that are ideal for reading aloud. The many colored illustrations add to the attractiveness of the book.

Practice 2 — Discussing Books You Like

Perhaps five or six of your classmates like animal stories. You might draw your chairs into a circle and talk over your favorite animal book. Try to make the book that you liked sound so attractive that the other children will all want to read it.

Always know the exact title and, if possible, the name of the author of the books you are discussing. Other children cannot find the book in the library unless they know the title. Story books are placed on the library shelf alphabetically by the last name of the author. If you give your friend the name of the author, he will be able to go right to the K shelf for Rudyard Kipling's *Jungle Tales*. On what shelf would you find Louisa Alcott's *Little Women*?

A TRIP TO THE BOOKSTORE

A trip to the bookstore will give you much information about new books and about the books which are favorites with boys and girls.



A small committee, perhaps three or four pupils, can plan to visit a bookstore. Later the committee will report to the class.

Choose for your committee to visit the bookstore those pupils who are the most thoughtful and businesslike in their manner.

The manager of the bookstore will be glad to have

you visit his store if you are courteous and quiet and treat his books carefully. You will remember that a new book is easily damaged. If you handle the books at all, be very careful of them.

An Interview with the Manager

While you are in the store you may be able to talk with the manager or a clerk about books and book-selling. This will be an *interview*. When you are asking information of a stranger in an interview, you should be very polite and very thoughtful not to waste the other person's time.

Practice 3 — Dramatizing an Interview

Play that one pupil is the store manager, another the clerk, and three others the committee that go to the store. Let your committee members introduce themselves to the clerk and ask for the manager. When you have met the manager, tell him what you wish to know.

Standards for an Interview

1. Tell immediately who you are and what you want to know or do.
2. Listen carefully, if another person is introduced, so that you will understand his name.
3. Ask your questions briefly and courteously.
4. Listen closely to the answers. Ask another question if you do not understand.
5. Thank the other person for his kindness in giving you information.

Practice 4 — Getting Information at the Bookstore

Some things you can learn in your visit to the bookstore are listed here:

- What some of the newest books for children are
- How new books are displayed to attract attention
- How the books are arranged on the shelves
- Why books are sometimes put out on tables
- What kinds of books boys buy most often
- Which books girls buy
- Whether children's tastes in books have changed lately
- How expensive children's books are
- Why one edition of a story is sometimes more expensive than another
- Whether a bookstore ever sells books that are not really worth owning

Make a list of the points that you want to find out about. At the store take notes on what you learn.

Remember when you leave to thank the manager for his attention to you.

Practice 5 — Reporting an Observation

Each member of the committee may report on one of these topics or on some other topic that is interesting. Keep to your topic and report exactly what you learned on your visit.

- The Cost of Children's Books
- The Titles of Favorite Books
- Making Books Sell
- What Children Like in Books
- The Arrangement of Books in the Store

A BOOKSTORE OF YOUR OWN

The visit to the store may make you want to have a bookstore in your classroom. You can bring to school some of your own books. You can also use library books and your schoolbooks for your bookstore.

Arrange them on tables, as you saw them in the store. Put animal stories together in one group, poems in another, history stories in another, and all books of short stories in still another group.

Practice 6 — Skimming a Book

In order to group the books in your bookstore, you may need to skim through some of the books by reading a few pages here and there, looking at pictures, and deciding what each story is about.

Preparing for Business

After you have arranged the books, you will need to put a price on each of them. Decide upon a reasonable price, considering what you learned at the store. Fasten the price tag on the book with a clip or slip a piece of paper with the price mark just inside the cover. Do not mark any book.

Make the signs that you need for the tables in your store. Will you use any of these?

BOOKS FOR GIRLS

ADVENTURE STORIES

STORIES ABOUT GREAT MEN AND WOMEN

WILD ANIMAL TALES



Decide upon your clerks. They should become acquainted with the books; then they can answer questions that the customers may ask.

Letters to Publishers

Publishers of children's books will send you catalogs. Some of these catalogs are illustrated and will be interesting to you.

To find the name and address of a publisher look at the bottom of the title page, or on the back of the title page, of some story book.

Your letter may be written like this one:

*1428 Canal Street
New Orleans, Louisiana
January 27, 1935*

*The Macmillan Company
Dallas, Texas*

Gentlemen:

Please send me a catalog of your books for children.

*Very truly yours,
Robert Orr*

Practice 7 — Writing a Letter

[Handbook, Section III, Letter-Writing]

Each of you may choose your own publishing company. Write to the nearest office, if there are several office addresses given. Make your letter short and polite. Be sure to write plainly.

Advertising Books

Many bookstores have little folders printed describing the new books. They give these folders away as advertisements. You can make some advertisements for the books in your store. If you cannot have several copies made, you can fasten your one copy on a bulletin board, where customers can see it. An advertisement is different from a review because an advertisement tells only the good things about a book, while a review tells what the reader really thinks about the book.

Here are advertisements of some books, both old and new, written by pupils who had a play bookstore.

Gay-Neck; the Story of a Pigeon, by Dhan Gopal Mukerji

This is a story of a pigeon from India that was taken to France during the war as a message carrier. Maybe you have seen pigeons with beautifully colored feathers on their necks as Gay-Neck was colored. The experiences of this clever bird until the time that he returned to his master in India make an unusual story.

Hitty: Her First Hundred Years, by Rachel Field

A little wooden doll carries you through one hundred years of adventures in pioneer America. You almost forget that Hitty is a doll because her story seems so real.

Smoky, the Cowhorse, by Will James

You will feel that you are out on the range or in the corral as you read this story supposed to be told by a real cowboy. You will not mind that the cowboy uses poor English because you will be so excited about the round-up and the rodeo as Smoky, the cowhorse, tells his story.

Mrs. Wiggs of the Cabbage Patch, by Alice Hegan Rice

You've never met anyone like Mrs. Wiggs, but you have always hoped you would. She has a welcome for everyone.

She and her amusing family make a delightful story. The Cabbage Patch is a group of poor little cottages, or shanties, near the tracks in a Kentucky town.

Practice 8 — Writing Advertisements for Books

[*Handbook, Section V, Capital Letters, and Section VI, Punctuation*]

Write some paragraphs that will make people want to read the books in your store. Give just a hint of what the book is about. Tell a little about the main character, as you would introduce one good friend to other friends. Be sure to give the title and the author's name, as in the advertisements just given. You want the customers to remember what books you are urging them to buy. You may underline the title.

Book Posters

For a corner in your classroom bookstore you will want some attractive book posters. You can find pictures in magazines to illustrate certain stories, but better yet, you can draw pictures for your posters.

Practice 9 — Making Posters *

Work out posters in your art class, using crayons, paints, or paper cutting, whichever you prefer.

Make a title for your poster. Do you like any of these?

Buy a Book a Month

Every Page a Thrilling Adventure

Follow the Animal Trail through Books

Read One of Dr. Dolittle's Books and You'll Want to
Own Them All

Practice 10 — Playing Bookstore

It will be fun to play bookstore, to have some of the pupils serve as clerks while others are customers.

Courtesy is important in business. The clerks should try to answer all questions and to please the customers if possible. Customers, too, should be thoughtful, polite, and reasonable.

When your bookstore fun is over, you will know much more about books, and you will probably have decided upon some new ones that you want to read as soon as you can.

Be sure to return all books to the owners. Many persons are careless about borrowed books, but you will want to see that every book is returned.

JUDGING BOOKS

When you were at the bookstore, you saw many books that you would not care to own. Some of them were not especially interesting; some of them were poorly written; some were so cheaply made as not to be worth the price you would have to pay for them. The manager himself probably told you that he would like to sell only good books, but that people sometimes want to buy poor books. If everyone who bought books had good taste, stores would sell only the best books. It is very important for you to learn to tell good books from poor books in order not to waste your time and your money. Books differ in value, just as much as apples or shoes or houses do.

Practice 11 — Discussing Good and Poor Books

Usually you have told in your class about books you liked. You sometimes read books that you think are

not good stories and that you cannot recommend to other boys and girls. Tell the class about some books that you did not like and that you would not care to own.

One boy reported: "I've been reading some of those Boy Scout adventure books, but I don't think they are very good. They tell about things that aren't possible, and the characters certainly aren't like real Scouts. I'm a Boy Scout myself, and none of those things ever happened to me."

A RECORD OF YOUR READING

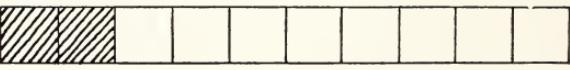
It is always worth while to keep a record of the books that you read. You can use your list in discussions or in making up a class list to suggest to other children.

A pupil's card catalog makes a very good place for recording your reading. Each of you has a card on which you write the titles and the authors of the books you have read. On the back or on another card you

What Are We Reading?

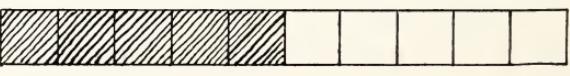
Animal Stories 

Travel Stories 

History Stories 

Fun Stories 

Adventure Tales 

Fairy Tales 

may wish to write the names of books that you want to read sometime. It is easy to forget titles if you do not write them down.

One class made an interesting chart that showed what kind of books the children were reading. They used squared paper and filled in one quarter-inch square for each book read by anyone in the class. A glance at the chart showed whether the children in this class were reading many kinds of books or only a few kinds. Different colors could be used for the different kinds of books.

Practice 12 — Making a Record of Reading

Decide in what way you wish to make a record of your reading. Plan to keep your record for the rest of the year.

DRAMATIZING STORIES

We remember better the things that we see as well as hear or read. That's why we like motion pictures and pictures in our geographies. If you can make your classmates see the persons and the happenings in a book, you may make them want to read it.

When four or five of you have read a certain book, you can plan a dramatization of an interesting scene, practice it, and give it before the class. Do not try to remember the words of the book, but give the ideas in your own words.

The scene between Robin Hood and the Friar in *The Merry Adventures of Robin Hood* makes an excellent play with few words. It may be almost a *pantomime*, because it can be played with only three or four short speeches, the orders that each player gives to the other.

Acting out stories in this way can become a regular part of your work. *Monologs* (dramatizations by one person) or *dialogs* (dramatizations by two or more persons) may be given by one or several pupils each week. Here is a monolog that was given by a girl who had just read the old Greek story, *Pandora's Box*.

PANDORA: (Holding the cord on the box between her fingers and wondering whether or not to undo it)

Let me see. I wonder how that knot was tied anyway. I can pull it a little without really untying it. Even if it came open, I could fasten it again.

Of course, I wouldn't really open it unless Epimetheus told me that I could. He's so silly when he insists on our obeying orders.

I wonder if it's heavy. Not so very. But what can be in it to be so precious and to be tied so tightly? I'll bet I could undo that knot.

Oh! It's unfastened, and now what will Epimetheus say? He'll never believe that I did not look in. I'll take just one little peek!

(Opens the box and covers her head as the troubles fly out.)

At the end of six weeks ask how many in the class have read the stories that you chose to dramatize. Were your reviews a success?

Practice 13 — Playing Scenes from Stories

Choose a character or a scene from some book that most of the boys and girls know. Play it in pantomime or as a monolog. See whether your classmates can tell what story you are playing.



UNIT VII

ELECTRICAL MESSAGES

If a Rip Van Winkle who had gone to sleep one hundred years ago should wake up today, what do you think would surprise him most in this modern world? Some might say the railroad train, others the automobile, and possibly others the airplane. He would probably be surprised by many things, but wouldn't the way we send messages and speak over thousands of miles in the fraction of a second seem really the most mysterious to him?

Since one hundred years ago electricity has come to be the fastest, and probably the most important, message-bearer for men.

Have you ever stopped at the telegraph office and listened to the clicking of the instruments as the messages came over the wires from distant cities? You will be interested to know how this method of sending and receiving messages was invented.

THE INVENTION OF THE TELEGRAPH

For many years men had known that electricity would travel along a wire with amazing speed. What a

marvelous message-bearer it would be if it could only be made to take a message! Benjamin Franklin tried to find a way, but the electric battery had not been invented and he had no method of keeping an electric current going through the wire. This difficulty was overcome by an Italian, Volta, who discovered the electric battery. Later an American inventor, Joseph Henry, discovered that when an electric current went through a wire wound around a piece of iron it made a magnet of the iron. This was an important discovery. It made possible the telegraph, as well as the electric motor.

It was another American, Samuel F. B. Morse, who made the first practical telegraph by using this electromagnet. By turning the current on and off the magnet, he arranged the instrument to make dashes or dots with a sort of pencil on a moving strip of paper. Later it was found that the trained telegrapher could "read" the dots and dashes just by listening to the click-clack of his instrument.

The first public message, "What hath God wrought?" was sent over a line between Washington and Baltimore in 1844. After many trials and much discouragement, Samuel Morse had made electricity our swiftest message-bearer.

The Morse Code

It was now just a question of having the telegraph make signals that would have meaning. This question Mr. Morse answered by working out a set of dashes and dots for each letter. Here is the Morse Code used in the United States and Canada. The dot stands for a short click, the dash for a long sound.

| | | | |
|---|------|---|-------|
| A | — | N | —. |
| B | —... | O | .. |
| C | ... | P | |
| D | —.. | Q | .—. |
| E | . | R | ... |
| F | —.. | S | ... |
| G | —.—. | T | — |
| H | | U | ...— |
| I | .. | V | ...— |
| J | —.—. | W | —.— |
| K | —.— | X | .—.. |
| L | — | Y | |
| M | — — | Z | |

Practice 1 — Writing with the Morse Code

Write a sentence, using, instead of words, the dots and dashes of the Morse Code. Here is such a sentence. The vertical marks separate the letters.

—|....|·|..|—|—..|··|—|—·|··|—|—·|·|..|.
···|·|..|—.—|..|—·|—.—.

When you change this sentence from the Morse Code into words, it reads: "The Indians are coming." Make your first sentence in the telegraph code a short one, so that it will not be too hard for someone else to read. After you have written your code sentence, exchange papers with a classmate and change his code message into a written sentence.

WRITING A TELEGRAM

Writing a good telegram takes thought and a little practice. A good telegram is brief and clear. If you use more than ten words, you must pay extra for each

additional word. It is therefore a saving to make your message a short one, if possible, just ten words.

Here is a message written by letter.

34 Cold Spring Street
New Haven, Connecticut
October 14, 1935

Dear George,

I have just received a letter from Uncle Bob telling me that he has two extra tickets for the football game next Saturday. I had wished that you and I could go, but I hadn't expected this good luck. I'll arrive at the Grand Central Station at 11:30 Saturday morning. Meet me at the information booth, and we'll go over to Uncle Bob's office from there.

Sincerely yours,
Frank

Frank's letter could be changed to this message if it were to be sent by telegraph:

GEORGE MORRISON
462 FOURTH AVENUE
MOUNT VERNON
NEW YORK

UNCLE BOB HAS TICKETS FOR GAME STOP
MEET ME NEW YORK GRAND CENTRAL STATION
INFORMATION BOOTH SATURDAY ELEVEN
THIRTY

FRANK

Practice 2 — Writing a Telegram

Select one of the following situations and write the telegram that is necessary. Remember that you must pay extra for each word over ten, but also remember that your message must be so clear that it will be easily understood by the person receiving it. A misunderstanding might also be expensive.

1. You are on your way to your home city in an automobile. You had planned to go to a party with your sister or brother when you arrived home that evening. You have had an accident and cannot get home until the next morning. Notify your sister or brother by telegram.
2. You are on your way to spend a week's vacation at your uncle's ranch. Telegraph him telling him when and where you will arrive, so that he can meet you.
3. You have arranged to go on a camping trip with a friend, but because of the illness of a member of your family you will have to postpone the trip one week or possibly longer. Telegraph your friend, who was planning to come to your city to meet you, that your plans must be changed.

MESSAGES ACROSS THE OCEAN

When the telegraph had proved to be a very useful instrument for sending messages across the country from one city to another, it was natural to think of using electricity to send messages across the ocean from one country to another. To do this the wire had to be protected from the water. A thick cable was made with the wire in the center of it, *insulated* so that the electricity could not go out into the water. The first successful cable was laid on the bottom of the ocean across the English Channel from England to France in 1851, seventeen years after the telegraph was in-

vented. An American merchant, Cyrus W. Field, was fired with the idea of laying a cable across the Atlantic Ocean. The newspapers on both sides of the ocean made fun of him, but after several attempts in which he spent millions of dollars, he succeeded. The first electrical message across the Atlantic came from Queen Victoria of England to President Buchanan of the United States.

Practice 3 — Making an Oral Report

[*Handbook, Section II, Using Book Tools*]

Make a report on the laying of the first Atlantic cable. You will find the story of it in your encyclopedia or in any of the following books:

Faris, J. T. — *Makers of Our History*
Gould, F. J. — *Heroes of Peace*
Kaempffert, W. — *A Popular History of American Inventions*
Tappan, E. M. — *Heroes of Progress*
Webster, H. H. and Powers, E. M. — *Famous Seamen of America*
Williams, A. — *Engineering Feats*

THE TELEPHONE

The telephone is so generally used today that it seems to you a common and ordinary thing. At one time it seemed very thrilling and mysterious to make one's voice heard over a wire. The story of this wonderful invention is most exciting.

THE BIRTH OF THE TELEPHONE

During the time that the telegraph was being invented and put into service, a young lad named Alexander Graham Bell was growing up in Scotland and England. When Alex-

ander was a young man, the Bell family came to live in a small Canadian town, where he taught a tribe of Mohawk Indians for a year.

There were two tasks he had set his heart upon, and for a long time he hardly knew which he thought the more important — the teaching of deaf-mutes or the invention of a musical telegraph. He said, "If I can make a deaf-mute talk, I can make iron talk." He dreamed of replacing the telegraph and its sign language of dots and dashes by a new machine that would carry the human voice. How he would do this, he did not know. At first he thought of sending the voice through a speaking trumpet to be received by the strings of a harp at the other end.

He spoke of these things to a doctor friend of his. The doctor said, "Why don't you use a real ear?" and he gave Bell a part of a dead man's skull to work with. The young inventor worked earnestly with this ear. He whispered, sang, and shouted into it and studied the resulting marks on a smoked glass touching the eardrum. From this dead man's ear he really learned how to make the speaking telephone. He thought, "If this tiny membrane (the eardrum) can vibrate a bone, then an iron membrane, or disc, could vibrate an iron wire," and he set about to build a machine made of two iron discs connected by an electrified wire.

Even then it took some time before the infant telephone was brought to life. It was on a hot June afternoon in 1875 that its first cry was heard. Perhaps no ear but Bell's could have heard it, but he had been expecting it for months and to him it was loud. His eyes blazed with joy, and he sprang into the next room, where the young mechanic who was helping him had snapped the clock spring on one of the machines. "Snap that reed again, Watson," he cried. Watson did, and the same twang was again heard on Bell's machine. That was the cry of the baby telephone.

It was nine months more before it talked. On March 10, 1876, it said clearly, "Mr. Watson, come here, I want you."

Watson, who was in the basement, rushed excitedly up three flights of stairs. "I can hear you!" he shouted breathlessly. "I can hear the *words!*"

When Bell applied at the Patent Office for a patent on his machine, it was so new and different that there was no name for it and he had to ask for a patent on "an improvement in telegraphy." Of course it was no such thing. It proved to be as different from the telegraph as great oratory is from sign language. On Bell's twenty-ninth birthday he received his patent — "the most valuable single patent ever issued" in any country. — Adapted from *The History of the Telephone*, by HERBERT N. CASSON

Practice 4 — Summarizing

[*Handbook, Section VIII, Paragraphs*]

Each paragraph in this story of Bell's invention of the telephone develops one point. The first tells when and where Bell lived. The second tells of his two great ambitions. What are the topics of the remaining paragraphs? When you have listed them, you will have an outline of the story.

Practice 5 — Comparing References

The story of the birth of the telephone is also found in these books. Use the index or the table of contents to find the pages to read.

Beeby, D. J. — *How the World Grows Smaller*

Kelty, Mary G. — *The Growth of the American People and Nation*

McGuire, Edna and Phillips, C. A. — *Building Our Country*
Stone, G. L. and Fickett, M. G. — *Famous Days in the Century of Invention*

Webster, H. H. — *The World's Messengers*

When you find two or more reports about the same topic, you have an interesting chance to compare them. As you read the references, ask yourself these questions:

1. Are the same main points brought out in the five books? What are the points that all the authors thought important?
2. What new ideas did you find in each book?
3. Are there any points upon which the books do not agree? If so, you will probably want to find even more references to read, in order to see what other authors think.
4. Which book gives the story most completely and clearly?

Practice 6 — Discussing the Telephone in Our Life Today

How important is the telephone in our life today? Can you find figures about the number of telephones, or of conversations, or of the miles of wire used? What advantages does the telephone give us? What would happen if all telephones were done away with? Which is more important, the telegraph or the telephone? Give your reasons. Are there any disadvantages in these swift means of sending messages?

Using the Telephone

When a person whom you have not met talks with you by telephone, he decides what sort of person you are, just by what he hears. How important it is, there-



fore, that you know how to talk and what to say over the telephone. You will find rules for the use of the telephone in your telephone directory. How to make a call, how to report trouble with your telephone service, and how to make a long-distance call are all told there.

Practice 7 — Improving Your Use of the Telephone

Read the rules in the telephone directory and discuss the reasons why the telephone company has given you these rules.

Here are some good standards for telephone conversation. Check yourself by them.

Standards for Talking by Telephone

1. Speak in a natural and pleasing tone.
2. Speak clearly and directly into the transmitter.
3. Speak courteously at all times.
4. Do not drag out your conversation. Someone else may be waiting to use the telephone.

Dramatizing the Magic of the Telephone

How much fun it would be to show Rip Van Winkle our way of getting messages by telegraph and telephone! One class did this very thing in a play they wrote. In this play Rip went to sleep in 1855, awoke in 1935, and wandered into a schoolhouse. Here are some of the lines the class wrote.

RIP: Yes, I must have been asleep for eighty years.
(*Children nod.*) I hope you won't think me rude if I ask you a question.

TEACHER: I'll be glad to answer any questions that will help you solve your problem.

RIP: What was that black thing that you were talking to in the other room?

TEACHER: Oh, that was a telephone.

RIP: A telephone. What is that? Could it understand you?

TEACHER: It is a little instrument that we use in speaking to people at a distance.

Later, when Rip hears about the perfection of the telegraph, which had been invented before he went into his long sleep, the following discussion takes place:

RIP: That's quite an improvement. I wonder when somebody is going to invent a way of sending money and flowers and other things in that way.

MARILYN: Oh, that has already been done.

RIP: What? How funny it must look to see money and flowers dangling over the wires. Now I'm afraid you're fooling me.

MARILYN: Oh, no; that's not the way it's done. First you go to the florist and select the flowers you want the person to have . . . etc.

*Practice 8 — Writing a Play**

Write a play showing Rip Van Winkle's surprise at the inventions of today. Notice how the speaker of each line is shown on the left. In a play the exact words of the speaker are given, but quotation marks are not needed.

MESSAGES THROUGH THE AIR

The nations of the world have been brought closer together, ships at sea have been made safer, and millions

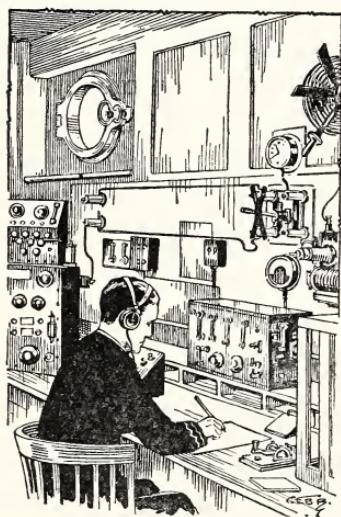
of homes have been able to receive information and entertainment every hour of the day by the discovery that electricity can bring messages through space without having to stretch a wire from the sender to the receiver. If Rip Van Winkle were to return today from a fifty-year sleep, his greatest surprise would come when he sat before the radio and heard the voices of people speaking from thousands of miles away.

The Wireless Telephone

In 1901 the first wireless message came across the ocean.

For several years wireless messages were only in Morse code; they were wireless telegrams. Each large

ship was equipped with wireless sets and carried an operator who could send and receive code messages.



It was ten years after Marconi had received the first wireless code message across the Atlantic that the human voice was first carried by wireless. Now any person could receive a message. In time people were able to place receiving sets — radios — in their homes. Today much of our news, music,

and entertainment comes to us by radio. By 1927 the radiotelephone became so well developed that commercial service was opened between New York and London. Short-wave sets have now brought into the home music and messages from far-distant countries.

Practice 9 — Reporting on a Radio Program

[*Handbook, Section IV, Good Usage*]

Report on a radio program that you have heard recently. If you enjoyed it, tell why. Adventure serials for children are broadcast each evening. Select one that is approved by your teacher and have a short daily report on it for several days. Can you make the pupils who failed to hear it understand and enjoy it from your account of it?

Practice 10 — Discussing Electrical Messages

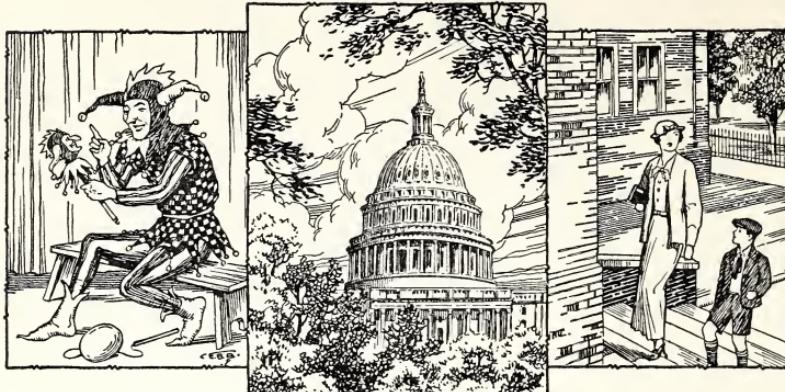
You have been reading about the telegraph, the telephone, and the radio — methods of communication that connect the smallest town with the whole wide world. How important these three kinds of electrical messages have come to be! Which do you think is the most important? That is a question that will lead to an interesting discussion.

Choose a committee of three members to present to the class the importance of the telegraph, another committee to show the value of the telephone, and a third to present the benefits we receive from the radio.

In presenting your ideas, use examples that will make your points clear. One committee might say that the telephone helps to make living safer. What example could be given to prove that?

After your committees have presented their points, give them a chance to answer your questions. This is not a debate in which one side wins. It is a discussion that brings out important points. Every member of the class may take part.

Summarize the main points of your discussion.



UNIT VIII

HOLIDAY PROGRAMS — SPRING SEMESTER

WASHINGTON'S BIRTHDAY

This year on our first president's birthday you will study the beautiful city that was named in his honor, our national capital, Washington. It is on the banks of the Potomac River, in the District of Columbia, which belongs to the entire United States and is not a part of any one of the forty-eight states in our country.

Practice 1 — Finding Information

[*Handbook, Section II, Using Book Tools*]

Geographies and encyclopedias will tell you many interesting things about Washington. You may find something by looking under any of these words:

cities District of Columbia Washington, D.C.

These are *key words* with which you find the pages to read. Can you think of any other key words to use?

Make note of the pages upon which you find information about Washington. You can do it in this way:

Compton's Pictured Encyclopedia, Volume 15, pages 22–28
World Book Encyclopedia, pages 7636–7644

After you have located the pages to be read, put the books on your library table. Each of you will want to read as many of the books as you can.

Practice 2 — Taking Notes

As you read, you will need to put down on a card or small piece of paper some of the points to remember. Put down also anything that you do not understand and wish to have explained in the class.

One pupil put down in his notes, "Residents of Washington cannot vote in a national election." He asked to have that explained.

Study a map to find out where the city is.

If you find the answers to these questions, put them in your notes:

1. How large is the District of Columbia?
2. Does Washington have a mayor? How is the city managed?
3. How large is Washington?
4. Who planned the city?
5. When was the city first built?
6. When did it become the national capital?
7. What are some of the important buildings?
8. How far is Washington from where you live?

Practice 3 — Reporting on Your Reading

Use your notes in reporting to the class what you have learned. Make your statements in clear sentences. Do not repeat what someone else has told.

If your notes do not agree with something reported, which of these things will you do?

1. Say nothing about what you found.
2. Tell the other pupil that he is wrong.
3. Courteously say that you found something different, and report what you found, so that the class can discuss the differences.

When such a thing happens, you will often want to go back to your reference to see whether you took notes



correctly and completely. You may bring your book to the class discussion to help settle any questions that arise.

In one class, a boy reported that the District of Columbia covers 100 square miles, and a girl reported that it covers 70 square miles. Can you find out which is right, and why both numbers were given in the reference books? It is always important to read accurately and completely.

Enjoying the Beauty of Washington

If any of you are fortunate enough to have been in Washington, you know that it is a beautiful city.

Pictures will help you to enjoy its beauty if you cannot actually see the marble buildings, wide streets, and carefully kept parks.

*Practice 4 — Arranging and Explaining
an Exhibit*

Postcards and magazine pictures will make an interesting collection for an exhibit. Mount your pictures and arrange them well on your bulletin board. Can you find pictures of any of these beautiful buildings and scenes in Washington?

| | |
|----------------------------|-----------------------------|
| The White House | The Capitol |
| Washington Monument | Library of Congress |
| Lincoln Memorial | Supreme Court Building |
| The Treasury Building | National Museum |
| Arlington Memorial Theater | Patent Office |
| The Japanese Cherry Trees | Rock Creek Park |
| The Washington Cathedral | Tomb of the Unknown Soldier |

A sentence of explanation beneath each picture will make your exhibit more interesting. This sentence was written beneath the picture of the Pan-American Union in one exhibit:

The Pan-American Union was built by the twenty-one republics of the Americas to promote trade and friendly relations.

Practice 5 — Writing Sentence Labels

[*Handbook, Section VII, Sentences*]

Write one clear sentence to be printed or written beneath each picture.

Reports about Washington

Any of the beauty spots of Washington will make a good report. Study the pictures, read your books, and talk with anyone who has been in Washington. No two reports should be alike. You do not enjoy hearing ideas repeated. Even though two of you choose to talk on the same topic, you should plan to tell different things in order to please and interest your listeners. Plan your talk so that you can tell something interesting in a few sentences.

Do you like this report about Mount Vernon?

MOUNT VERNON

About sixteen miles from Washington, overlooking the Potomac River, is the home where George Washington lived, Mount Vernon. It is a large, rambling, white house with pillars along the side that faces the river. Visitors always enjoy seeing the furniture and the rugs that Martha and George Washington had in their home. The gardens are kept as nearly as possible as they were when the Washingtons lived there.

Practice 6 — Criticizing a Report

Read carefully the report just given to see whether you can make it better. From your reading can you tell other things about Mount Vernon that are more interesting than the things in the report? Would you like to have heard about Washington's tomb at Mount Vernon, the old kitchen, the other rooms, the lights, the old-fashioned beds, rather than the things told in the report? Criticize it by the standards on the next page. After criticizing it, give a better report on Mount Vernon if you can.

Standards for an Oral Report

1. Did the speaker make clear to the listeners just what his topic was?
2. Did he choose interesting, worth-while things to tell about his subject?
3. Did he use clear, complete sentences?
4. Were his statements all true?
5. Was he prepared with enough information to be interesting?

Practice 7 — Making a Report

Choose a subject and plan a report for your class. Try to meet all the standards. These topics will be interesting. Select another if you prefer.

The Building of the White House

The Paintings in the Library of Congress

Famous Pennsylvania Avenue

The Capitol at Night

The Washington Monument

New Buildings in Washington

The Homes of Foreign Ambassadors — Embassies

The United States Treasury Building

Statues of Famous Americans

*Practice 8 — Discussing Changes in Washington **

You learned from your reading that the city of Washington today is very different from the city in 1800 when the national government was moved there. If George Washington could see it now, he would be very proud of the beautiful city that he helped to design.

Talk over together some of the changes in the city of Washington in this period of more than a hundred years. How is the city a more comfortable place in which to live? The original plans for the city streets and for the architecture of the buildings have been carried out. Why was that a wise thing to do? What buildings that are now in Washington were not needed a hundred years ago? Do you think our first president was wise in his choice of the location and plans for the capital city of our nation? There are many memorials to him throughout the country, but the city of Washington has been called his greatest memorial.

APRIL FOOL'S DAY

How everyone enjoys a good joke! We like the person who can tell a funny story and who laughs easily even when the joke is on himself. April Fool's Day is a good time to have fun. You can begin by telling jokes on yourselves.

Funny Experiences and Funny Pictures

Practice 9 — Telling Funny Experiences

In telling about your own funny experiences save the surprise until the very end. Do not tell unimportant happenings that have nothing to do with the point of the story.

You may tell about fun that you have had at home, on birthdays or on holidays.

Practice 10 — Making Up Titles

Magazine covers and newspapers often have funny pictures and cartoons. A collection of these on the

HOLIDAY PROGRAMS — SPRING SEMESTER 101

bulletin board on April Fool's Day will entertain your class. Writing titles under the pictures will add to the fun.

Each of you may be responsible for finding one funny picture or cartoon and bringing it to school for your April Fool's Day collection.

Select your pictures a few days before April 1, trim them, and mount them neatly. During language class suggest titles for each of them. Print the cleverest title under each picture.

You can make a booklet of these pictures to send to some absent pupil after April Fool's Day.

Nonsense Poetry

Poems that are full of ridiculous nonsense are always fun to read aloud. Here is one you will enjoy:

CONTRARY MARY

You ask why Mary was called contrary?

Well, this is why, my dear:

She planted the most outlandish things
In her garden every year.

She was always sowing the queerest seed,
And when advised to stop,
Her answer was merely, "No, indeed —
Just wait till you see the crop!"

And here are some of the crops, my child
(Although not nearly all):

Bananarcissus and cucumberries,

And violettuce small;

Potatomatoes, melonions rare,

And rhubarberries round,

With porcupineapples prickly-rough
On a little bush close to the ground.

She gathered the stuff in mid-July
And sent it away to sell —
And now you'll see how she earned her name,
And how she earned it well.
Were the crops hauled off in a farmer's cart?
No, not by any means,
But in little June-buggies and automobeetles
And dragonflying machines!

— NANCY BYRD TURNER

Be sure to pronounce your words clearly because your listeners will miss the fun if they cannot hear. Like many nonsense poems, this one is full of odd words that are hard to pronounce, but they make part of the fun. You will have to practice to read them easily.

Practice 11 — Locating Poems to Read

[*Handbook, Section II, Using Book Tools*]

Ask five or six of your class to find funny poems for you to read. Look through the table of contents in poetry or reading books. Can you find any of the poems below? Bring in any other funny poems for your class to read. Notice how the titles are written.

“The Pirate Don Durk of Dowdee,” by Mildred Plew Merryman

“The Jumblies,” by Edward Lear

“The Bottle Tree,” by Eugene Field

“Neighbors,” by Sonia Ruthèle Novák

“Radiator Lions,” by Dorothy Aldis

“The Walrus and the Carpenter,” by Lewis Carroll

*Practice 12 — Dramatizing a Poem **

Select for dramatizing three of the poems that you have read aloud. Choose your characters. They may

act in pantomime without speaking while someone else in the class reads the poem aloud.

Humorous Stories

For several days before April 1, you can be hunting for amusing stories. Look through your readers. These are some of the writers of humorous stories and poems. Do you find any of their stories in your readers or library books?

| | |
|---------------|----------------|
| Hugh Lofting | Dorothy Aldis |
| Edward Lear | A. A. Milne |
| Lewis Carroll | Rachel Field |
| Carolyn Wells | Hilaire Belloc |
| Mark Twain | Gelett Burgess |

Practice 13 — Reading Aloud

Choose a funny *incident*, or happening, in the story you found to read to the class. Make your selection short, but read enough so that the class will enjoy the fun.

A Program of Nonsense

From your stories, poems, and jokes make up a program for April Fool's Day. Choose an announcer and five or six persons to take part in the program.

Your announcer will need to speak clearly. He will use notes, so that he can tell the titles and the speakers' names exactly. His writing should be legible, so that he can read it without mistakes.

When you have prepared your program, send an invitation to another class to come and enjoy your fun with you.

Just for Fun

We invite you to Room 204, Monday, April 1, at 2:30 o'clock, for an hour of nonsense.

Admission — One hearty laugh to be paid during the hour.

Practice 14 — Writing an Invitation

[*Handbook, Section III, Letter-Writing*]

You may either write a letter or send an invitation something like the one shown. Should your invitation be different if you are writing to smaller children? Why?

Entertaining Your Guests

On the day your guests arrive, have several pupils ready to greet them and show them where to sit during your program. Try to make your visitors feel at home. They should expect to enjoy themselves on April Fool's Day, especially.

MOTHER'S DAY

Mothers and fathers are always interested in what their children are doing at school. Sometimes you probably wish they wouldn't ask so often, "What did you do in school today?" Perhaps if you invite them to visit your room, you will not have to answer the question so often, because they will know what you do in school. Fathers usually work during your school

hours, but mothers can often plan to spend an afternoon visiting at school. Mother's Day is on the second Sunday in May, but you can entertain your mothers on the Friday afternoon before Mother's Day.

Planning Your "At Home"

When you invite guests to visit you in your home, you say that you will be "at home" to your friends. On this Friday you will be "at home" to your mothers in your schoolroom.

Practice 15 — Making Plans

Talk over the questions that your mothers usually ask. Aren't most of them about your school work? Decide which subjects your parents would be most interested in seeing. Which would you like best to show them? With your teacher, plan your program for the day. Your mothers will want to see your regular work, not a special program. Some of these suggestions may help you:

1. Dramatizing a story in reading
2. Reading interesting parts of stories aloud with the class as an audience
3. Locating in different books the information on some topic that you are studying (using the table of contents and the index)
4. Taking a silent-reading test
5. Discussing some problem in history or geography class
6. Reporting on some topic that you have studied
7. Correcting your own arithmetic papers and discovering your mistakes
8. Doing committee work

Inviting Your Guests

Your mothers would like to have written invitations. You may each write your own invitation. That will please your mother.

Practice 16 — Writing an Invitation

Write your invitation in the form of a letter. Study the letter-writing section of the Handbook for correct form and punctuation.

Read your invitation to the class for suggestions. Then copy your letter neatly and take it home to your mother a few days before your "At Home."

Receiving and Introducing Your Guests

When your mothers come to school, you will introduce them to your teacher. You will get up quietly when you see your mother enter the door and greet her. She will feel at home right away if you do that.

You will introduce your mother to your teacher in about this way:

DONALD: Miss Gray, this is my mother.

MISS GRAY: How do you do, Mrs. Snider. We are glad that you could come this afternoon.

MRS. SNIDER: Thank you, Miss Gray. I am very much interested in Donald's work; so I am also glad that I could come.

Practice 17 — Dramatizing an Introduction

Play that you are introducing your mothers. Let certain children play being your guests. You will find it easier to introduce your mothers after this practice.



UNIT IX

WILD ANIMALS

Not so many years ago wild animals crept down forest trails where now we hear the honk of automobile horns and the screech of brakes on paved streets. These animals of the forest have become fewer as the number of people has become larger, as farms, villages, and cities have grown and covered the land. Now, unless we visit a zoo or one of our national parks, it is almost impossible to catch a glimpse of the larger wild animals that used to inhabit our forests.

Still we like to know them, to hear stories about their life in the great outdoors, and the adventures of men who hunted them in order to get meat for their families.

Practice 1 — Conversing

Have any pupils in your class seen a bear or a deer or any other animal running wild and free in the forest? If you have, tell the class about it. Many of you have seen wild animals at the circus, the zoo, or in cages somewhere. Tell about these experiences.

Make a list of wild animals that members of your class have seen.

THE BEAR

Of all the wild animals of the forest, the bear seems to be the best known to us. Do you think it is because he is bigger than the others? Is it because he is easier to see, being seldom in a hurry? Or is it because he is one wild animal that is not so afraid of men as other animals are? When we come along the road, the bear will take his time getting out of sight, while we catch only a glimpse of other animals as they leap into the underbrush of the forest.

If you have not seen a bear in the forest, you have probably seen one in captivity. "In captivity" means captured by man and kept in a cage or tied to a chain. If bears are well fed and cared for, they do not seem to mind being kept in a cage. They seem to enjoy good food more than anything else.

Practice 2 — Telling about Bears

Tell about the bears you have seen when you were on an auto trip, at the zoo or the circus, or in any other place. What kind were they — black, brown, polar, or huge grizzly bears? What did they do? Here is an opportunity to exchange interesting information and stories of your experiences. If you will follow good standards for conversation, you will enjoy telling one another your experiences with bears.

Someone who has not seen real bears can tell what he has read about the habits of bears. Do you think the make-believe stories about bears that are told to little children give them ideas that are not true?

Standards for Conversation

1. Listen quietly when some other pupil is speaking.
2. If you don't understand or would like more information, ask questions when the speaker pauses or has finished what he has to say.
3. If you do interrupt without intending to, stop speaking as soon as you realize it. Say quietly, "I am sorry," and wait until the speaker has finished what he was saying.
4. When you speak, make your remarks interesting and to the point. Don't ramble along so that your listeners tire of waiting for you to say something of interest.

A BEAR IN OUR AUTO

How would you feel if you should start to get into your automobile and should find a good-sized bear in it? That is what happened to us last summer when we were driving through Yellowstone Park.

We had all got out of the car for a cool drink of water from a mountain stream. We rested for a few minutes in the shade of some pine trees and then started back to the car. My sister was the first one to reach it. She had put her foot on the running board just ready to step in when she gave a scream and jumped back.



Then a chubby brown bear jumped out of the car, blinked sort of sheepishly, and ran off down the hill. It is needless to say that the bag of candy that sister had left on the back seat had disappeared with the bear.

— JOHN F.

Practice 3 — Writing a Paragraph

[*Handbook, Section VIII, Paragraphs*]

Possibly you have seen a bear on a summer auto trip, or have watched the bears at the zoo or circus. It may be that someone has told you a story about an experience with a bear. Write a paragraph telling the experience or story you have selected.

The Grizzly

The grizzly is the largest and the most dangerous of the bears living in our country. But even these huge beasts become peaceful under certain conditions. The following story told in Seton's *The Biography of a Grizzly* shows that this may be true.

WAHB, THE GRIZZLY, ON VACATION

Wahb was a mighty silvertip grizzly who had ranged the Big Horn Basin and the Little Piney Valley for many years. Several hunters had trailed him to their sorrow. They had not returned to tell the story of their hunt. He was the most dangerous grizzly on the range. But it became known that Wahb disappeared from his range each year during the heat of the summer, as completely as he did each winter during his sleep.

One day the owner of the ranch on the Little Piney came through Yellowstone Park and stopped over night at the Fountain Hotel. The bears are especially numerous about this hotel. In the woods, a quarter of a mile away, is a smooth open place called the Bears' Banquet Hall, where



THE BEARS' BANQUET HALL

the waste food is put out daily for the bears. It is a common thing to see a dozen bears feasting there at one time. They are of all kinds and come from all parts of the vast surrounding country. All seem to realize that in the Park no violence is allowed, and, although they sometimes quarrel among themselves, not one of them has ever yet harmed a man.

The ranchman watched the bears eating at their banquet hall. There were several black bears feasting, but they made way for a huge silvertip grizzly that came about sundown.

"That," said the man who was acting as guide, "is the biggest grizzly in the Park; but he is a peaceable sort, or Lud knows what'd happen."

"That!" said the ranchman, in astonishment, as the grizzly came hulking nearer, and loomed up like a load of hay among the piney pillars of the Banquet Hall. "That! If that is not Wahb, I never saw a bear in my life! Why, that is the worst grizzly that ever rolled a log in the Big Horn Basin."

"It's not possible," said the other, "for he's here every summer, July and August, an' I reckon he don't live so far away."

"Well, that settles it," said the ranchman; "July and August is just the time we miss him on the range. Now I

know where he puts in his summers; but I did not suppose that the old reprobate would know enough to behave himself away from home."

The big grizzly became very well known at the hotel in the summers that followed. Only once did he really behave ill, and that was the first season he appeared, before he fully knew the ways of the Park.

He wandered over to the hotel one day, and in at the front door. In the hall he reared up his eight feet of stature as the guests fled in terror; then he went in to the clerk's office. The man said: "All right, if you need this office more than I do, you can have it," and leaping over the counter, locked himself in the telegraph office to wire the superintendent of the Park: "Old Grizzly in the office now, seems to want to run hotel; may we shoot?"

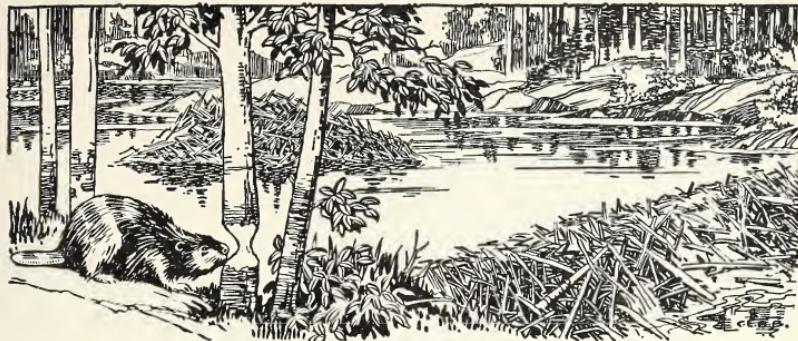
The reply came: "No shooting allowed in Park; use the hose." Which they did, and, wholly taken by surprise, the bear leaped over the counter too, and ambled out the back way, with a heavy *thud-thudding* of his feet, and a rattling of his claws on the floor. He passed through the kitchen as he went, and, picking up a quarter of beef, took it along. This was the only time the big grizzly was known to do ill in the Park.

— ERNEST THOMPSON SETON

Practice 4 — Reporting on What You Have Read

Can you answer these questions after reading the story of Wahb?

1. When was Wahb away from his range each year?
2. Where did the Park bears eat?
3. What did the ranchman say when he saw Wahb?
4. How large did the grizzly seem to be?
5. What reply did the Park superintendent make when the clerk asked permission to shoot?



THE BUSY BEAVER: AN ANIMAL ENGINEER

Among the animals of the forest the beaver seems to be the cleverest in several ways. In the first place, he can cut down fairly large trees. Then, using the branches of these trees, together with rocks and mud, he can make a dam in a flowing stream — a very unusual piece of building for an animal. On the edge of the pond made by damming up the stream, he makes his house. This house, or "lodge," as it is usually called, has one large room and an entrance that is under water. In the water just outside the lodge the winter's food supply of tender branches and twigs is stored.

Here is a story that gives you some idea of what a wonderful worker the beaver is.

BUILDING THE BEAVERS' LODGE

Ahmeek, the beaver, swimming slowly with only his eyes and the tip of his nose above the water, came to a stop where the shores of the stream were low and flat. He was soon joined by his mate, and the two clambered out upon the bank, where they looked about with satisfaction.

It was an ideal spot for a beaver settlement. Poplars, yellow birches, and willows on the banks offered material for a dam and assured plenty of winter food; the low banks

would enable the stream to spread out, making a pond deep enough to prevent freezing to the bottom in winter; best of all, it was a lonely place where there was no evidence of man.

The darkness had fallen when the beavers began their work. Ahmeek selected a poplar to his liking, not far from the bank of the stream. Grasping the trunk with his hand-like paws and turning his head to one side in order to bring his great cutting teeth into play, he bit out a huge chunk, following it with another and another until the tree swayed and crashed to the ground. Then both beavers set to work to strip it of branches and lay the foundation for the dam.

The dam, when finished, was a work worthy of a trained engineer. The twigs and trunks of trees Ahmeek and his mate laid lengthwise with the current. On the upper face, where the force of the water would but drive it the more tightly, the moss was plastered and bound together with a cement of mud and stones, which in the freezing days of winter would become as hard as a rock. Here again the beavers showed their wisdom by leaving several low places over which the water could trickle, thus relieving the pressure that otherwise would have broken the dam. Now the stream overflowed its low banks, making a deep pond, soon to become the home of pickerel and trout and of a great colony of water-lilies, delicacy for the beaver larder.

The next work was the construction of the lodge, a hollow mound of mud, sticks, and stones, twelve feet in width and four in height, within which was a dry room, its floor safely above the high-water mark. The entrance was cleverly hidden beneath the roots of a great tree which had fallen across the stream.

Ahmeek and his mate were soon joined by other beavers who built their dwellings, and by spring the beaver city was swarming with sleek brown youngsters.

— From *Followers of the Trail*, by ZOE MEYER

Practice 5 — Making an Oral Report

The animals of the forest have different kinds of homes. Some animals use just the shelter of trees. The beaver has one of the finest homes. Make a list of the forest animals that you know. Divide them among the members of the class and have each pupil or committee report on the home which that animal uses or makes for himself in the forest.

THE HAZARDS OF THE FOREST

The forest is not so dangerous for a man unarmed as we are sometimes led to think. Forest animals will not hunt a man. They will attack him only when they think he is trying to harm them or when they are starving. It is not man who needs to fear the dark forest, but rather the animals that are sought for food by other animals. The following story shows how the deer must always be watchful for danger.

A LUCKY ESCAPE

One night, as the two deer were lying at the foot of the hill, they heard a strange noise in the valley. Both raised their heads and listened. Again the sound came, this time a long, low howl. The mother well knew what this meant; it was the cry of a pack of wolves who sometimes came there to hunt. She sprang quickly to her feet, and, closely followed by the young one, she dashed through the bushes. The howling of the wolves became louder. The pack were on the trail, coming closer and closer.

Faster and faster the deer ran, leaping over rocks and bushes, bounding over ditches and fallen logs; but nearer and nearer came the hungry pack of wolves.

The young one began to grow tired. He had not the strength of his mother and could not endure the long run.

She saw that he was going more slowly, and that the leader of the pack was almost up to him. Unless she could save him, she knew that in a moment the cruel teeth of the leader would be fastened into his sides.

Suddenly she turned and ran straight toward the river. The young one followed, and close behind came the greedy pack.

A few more leaps and the mother had reached the sandy shore; then she gave a great bound that took her far out into the water. A moment more, and the young one was with her, swimming toward the other side; while behind, on the river's bank, a pack of hungry wolves howled at them and snarled at each other.

— From *In the Animal World*, by EMMA SERL

Practice 6 — Telling an Animal Story

Have you heard someone tell a thrilling story about wild animals? Have you read a good story about life in the forest? Choose one of the stories you have heard or read, and tell it to your classmates. To have them agree that it is a good story, you must know it thoroughly, decide beforehand just how you will tell it, and make it really interesting.

CONSERVING WILD ANIMAL LIFE

As the number of people living in our country has increased from year to year and the forests have been cut down to make way for the farm lands, the wild animals have become fewer. In order to protect the animals and prevent them from disappearing completely, the national government and many of our states have set aside large tracts of forest land and have passed laws that prevent the shooting of wild animals except during a short period each year.

You can learn about the work that your government is doing by writing a letter asking for information. Here is a letter like one you may write.

Hawthorne School
St. Cloud, Minnesota
May 1, 1935

Conservation Commission
State of Minnesota
St. Paul, Minnesota

Gentlemen:

Our class are interested in learning of the work that our state government is doing to conserve the wild animal life of the state. We should appreciate any information on the subject that you may send to us.

Yours truly,
Dorothy Lang
For the Fifth Grade

*Practice 7 — Writing a Letter **

[*Handbook, Section III, Letter-Writing*]

Write a class letter to the conservation department of your state government for information on their work, or a letter to one of the departments named here, asking for one of the publications listed.

1. Superintendent of Documents, Washington, D.C.
 - a. *Fauna of the National Parks* (Fauna Series No. 1, published by National Park Service)

- b. *Improving the Farm Environment for Wild Life*
(Farmers' Bulletin No. 1719)
2. Emergency Conservation Committee, 3548 Tyron Avenue, New York City
 - a. *A Crisis in Conservation*
 - b. *The Antelope's S O S*
 - c. *The Tragic Truth about the Elk*
3. Department of Forests and Waters, Harrisburg, Pa.
 - a. *The Deer Problem in the Forests of Pennsylvania*
4. School of Forestry and Conservation, Ann Arbor, Mich.
 - a. *Foods of Some Predatory Fur-Bearing Animals in Michigan* (Bulletin No. 1)

FOREST TRAILS

Whether we live in the country or city, we all enjoy a hike through the woods. The more we know about

the forest and the animals that make their home in it, the greater fun we have on our hike. Even though we may not see many of these animals, if we are able to read the signs they have made, if we know the meaning of their tracks, if we recognize their burrows, and notice where they have rested, where they have eaten — then the forest will mean more to us than just so many trees growing close together. It will make us feel that we are right in the



home of our fellow creatures. The Indians who roamed the forests years ago must have had that feeling toward the wild animals about them.

HIAWATHA'S BROTHERS

Of all the beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

Practice 8 — Making a Booklet

In this unit you have learned much about the wild life of the forest. A record of what you have learned will be of interest and value to you. The stories you have written about animals, the description of an animal home, pictures, and information you have obtained about conserving animal life you can bind together in a booklet. This booklet you may call "Stories of the Forest" or "Wild Animal Tales."



E. D.
O'Connor.

UNIT X

OUR SCHOOL

THE FIRST DAY IN SCHOOL

When the school bell rings for the opening day of school in September, there is considerable excitement for certain children. These are the girls and boys who are going to enter school for the first time. Do you remember your first day in school, how large the school seemed to you, and how many strange faces there were?

Older persons like to tell about the days that have gone by. Grandfather usually starts by saying, "Once, when I was a boy," and then he tells of some exciting experience he had years ago. Even Father likes to tell of the things that happened to him when he was a lad.

It has now been about five years since the day when you started to school. It seems a long time ago, but you can still remember how you felt that day and how you gradually began to feel differently about leaving home and going to school each day.

Practice 1 — Telling an Experience

Recall how you felt when someone at home said: "Well, in a few days you'll be starting to school." How did you feel about it when that first morning came? Who helped you when you first came into the school building? Were you afraid or was it easy for you? What school was it? These are some of the questions you may answer when you tell the story of your first day in school.

CHANGING TO A NEW SCHOOL

Changing from one school to another is seldom an easy thing to do. There are so many new children to meet, and the ways of each school are so different that you are likely to feel strange and uncomfortable for a time. But it is usually much easier to be a new pupil in a school now than it was years ago. With a kindly teacher and schoolmates who are ready to help and make you feel at home, it doesn't take long to get settled in the new school.

In the schools years ago this was not always true. The following story, taken from *The Hoosier School Boy*, by Edward Eggleston, shows how different was the old school and how hard it was for the new pupil.

THE NEW PUPIL

The village schoolhouse was a long one built of red brick. It had taken the place of the old log building in which one generation of Greenbank children had learned reading, writing, and Webster's spelling book. There were long writing tables down the sides of the room, with backless benches, so arranged that when the pupil was writing, his face was turned toward the wall — there was a door at each end, and a box

stove stood in the middle of the room, surrounded by four backless benches. These benches were for the little fellows who did not write, and for others when the cold should drive them nearer the stove.

When the school had settled a little, the master struck a sharp blow on his desk for silence, and looked fiercely around the room, eager to find a wrong-doer on whom to vent his ill-humor. Mr. Ball was one of those old-fashioned teachers who gave the impression that he would rather beat a boy than not, and would even like to eat one, if he could find a good excuse. His eye lit upon the new scholar.

"Come here," he said, severely, and then he took his seat.

The new boy walked timidly up to a place in front of the master's desk. He was not handsome, his face was thin, his eyebrows were prominent, his mouth was rather large and good-humored, and there was that shy twinkle about the corners of his eyes which always marks a fun-loving spirit. But his was a serious, fine-grained face, with marks of suffering in it, and he had the air of having been once a strong fellow; of late, evidently, shaken to pieces by the ague.

"Where do you live?" demanded Mr. Ball.

"On Ferry Street."

"What do they call you?" This was said with a contemptuous, rasping inflection that irritated the new scholar. His eyes twinkled, partly with annoyance and partly with mischief.

"They *call* me Jack, for the most part," — then catching the titter that came from the girls' side of the room, and frightened by the rising hurricane on the master's face, he added quickly: "My name is John Dudley, sir."

"Don't you try to show your smartness on me, young man. You are a newcomer, and I let you off this time. Answer me that way again, and you will remember it as long as you live." And the master glared at him like a savage bull about to toss somebody over a fence.

The new boy turned pale, and dropped his head.

“How old are you?”

“Thirteen.”

“Have you ever been to school?”

“Three months.”

“Three months. Do you know how to read?”

“Yes, sir,” with a smile.

“Can you cipher?”

“Yes, sir.”

“In multiplication?”

“Yes, sir.”

“Long division?”

“Yes, sir; I’ve been half through fractions.”

“You said you’d been to school but three months!”

“My father taught me.”

There was just a touch of pride in his voice as he said this — a sense of something superior about his father. This bit of pride angered the master, who liked to be thought to have a monopoly of all the knowledge in the town.

“Where have you been living?”

“In the Indian Reserve, of late; I was born in Cincinnati.”

“I didn’t ask you where you were born. When I ask you a question, answer that and no more.”

“Yes, sir.” There was a touch of something in the tone of this reply that amused the school, and that made the master look up quickly and suspiciously at Jack Dudley, but the expression on Jack’s face was as innocent as that of a cat who has just lapped the cream off the milk.

Practice 2 — Discussing the Hoosier School

In what ways was the schoolroom described in *The Hoosier School Boy* different from yours? Do you think the schoolmaster was a good one? How would you like to have such a person as your teacher?

Practice 3 — Writing a Paragraph

[*Handbook, Section VII, Sentences, and Section VIII, Paragraphs*]

Those of you who have had to change from one school to another can write about your experience in coming into the new school. Tell about the things that were difficult and how you were helped. Those of you who have never had to change schools can write a paragraph telling how the pupils in a school can help a new pupil.

EARLY SCHOOLS

Long, long ago there were no schools to which boys and girls could go. Unless their parents were rich and could hire a tutor, or private teacher, for them, children grew up without learning to read or write, to say nothing of all the other things pupils learn in school today.

In America the first schools for children were called "dame schools." They were called this because the fathers of several families got together and employed a woman (dame) to take care of and teach their children. The school was often held in this woman's home, and the pupils were usually all very young.

When the children became as old as you are, if their fathers were well-to-do, they had private tutors or were sent away to a boarding school. The children from the other families received no more schooling.

Learning about Earlier Schools

When you want to get information from a person, you go to see him and ask him questions. It is best to ask for an appointment before the time of your inter-

view. It is a good plan, in order to save the time of the person you are interviewing, to have your questions written on a small piece of note paper.

During the interview, after you have repeated briefly the reasons for your coming, ask your questions. You will find it advisable to make a few notes on your paper as each question is answered. After the interview write out your report as soon as possible, while the information is still fresh in your memory.

Practice 4 — Telephoning

[*Handbook, Section IV, Good Usage*]

There are sure to be persons in your school or in your community who will be glad to tell you what they know about the schools of long ago. If you call one of them by telephone to arrange for an interview, it is important that you be able to explain in a courteous and pleasing way the reasons for your wanting to see him. Rehearse in class what you would say over the telephone. What would your first words be? How would you explain why you wanted to see Mr. Superintendent or Mrs. Old-Resident or Mr. Schoolboy-of-Fifty-Years-Ago? Do not make this telephone conversation too long. Remember this is to be a request for an interview and not the interview itself.

After your practice select one or two pupils to telephone for the interviews you want.



Practice 5 — Interviewing

When you have arranged appointments for your interviews, decide on the questions you believe should be asked. Members of the class can help the pupils who are to make the actual interviews by suggesting the points that they think should be covered, such as:

1. What was your first reading book like?
2. Did you have "spell-downs"?
3. Did you recite pieces at Friday afternoon exercises?
4. What did your schoolhouse, your schoolroom, and your desks look like?
5. Did you study geography and history?

When the interviewer returns, he can read to the class the notes he made on the answers to his questions. The class can then help in writing the report of the information he has gained.

Practice 6 — Reporting on Early Schools

You want, however, to know more about early schools in our country than you can learn from interviewing three or four persons. From the information you get from encyclopedias and other books, write a paragraph report on one of the following topics:

Early New England Schools (Dame Schools, Charity Schools)

An Early Plantation School in the South

Where George Washington Went to School

Mission Schools in the West

A Pioneer School

You can find some information on early schools in the *Work-Play Reader, Book IV*, by Gates and Huber,

and in the *Learn to Study Readers, Books III and IV*, by Horn and McBroom. *Adventuring in Young America*, by McGuire and Phillips, has some material on pioneer schools. Find the pages to read by studying the Table of Contents in each book.

YOUR SCHOOL BUILDING

The school buildings today are very different in their appearance from the Hoosier school and other pioneer schools you read about. There are also many different sizes and kinds of schools today. Some are small one-room schools in country districts. Others in cities are large brick buildings with many rooms. Whether a school building is large or small does not determine whether it is a good school. The important things are the boys and girls who are pupils in it, the teachers, the materials they work with, and the healthfulness of the building.

Practice 7 — Reporting on Observation

Make a tour of your building, if it is a large one, and talk with the janitor about how it is kept warm and clean and filled with pure air. If it is a small building, notice the way in which it is heated and whether the children are well provided with books, maps, a globe, and other materials to use. Report on your observation. If you have an opportunity to visit another school, do so. Compare your school with it or with one you attended before you became a pupil in your present school.

SCHOOL CITIZENSHIP

If the people of a community do everything they can to make their town a clean, safe, and healthful place in

which to live, we say they are *good citizens*. So pupils who help to make their school a better school by keeping it clean and attractive and safe for all the children are good school citizens.

One fifth-grade class, after discussing what it means to be a good school citizen, decided to divide into two committees; one they called the Clean-Up Committee, the other the Safety Committee. Once each month these committees made a report. Here are some of the reports made by committee members.

JEAN'S REPORT

I should like to suggest that paper on the floor is a very hard thing to contend with. Many children are not careful where they throw old papers. Some forget to hold their paper over the wastebaskets when they punch holes in it.



The janitors tell us how hard it is to sweep up these tiny pieces of paper. The committee believes that if a special drive were made, the paper problem would soon disappear.

PETER'S REPORT

Mr. President, our committee would like me to bring out a few facts about safety. All of us know that after we have done something dangerous to our own safety or that of somebody else, we feel inside of us that something has been wrong. We realize that we haven't used our heads. We realize that we have acted quickly without thinking. Since our brains often are too slow to save us, we simply will have to learn our rules of safety now, so that they will come to our rescue even before we have a chance to get into

a dangerous spot. Because we often are careless, the committee wishes to suggest the following safety rules:

1. Be careful when crossing streets.
2. Walk in your room, in the halls, and on the stairs.
3. Walk quickly but carefully during a fire drill.
4. Reduce accidents by obeying your parents, your teachers, and your Patrol Boys.

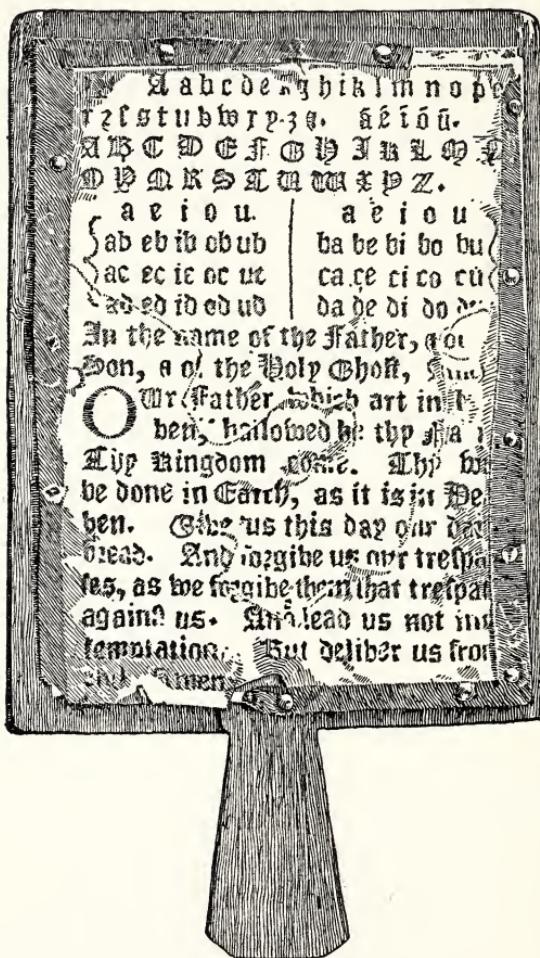
These are our four most important rules for safety. Be sure you learn them.

Practice 8 — Making a Committee Report

Divide your class into committees who will try to make your school a better place in which to work and play. You may need other committees than the Clean-Up and Safety committees. Arrange to have them make a report each month. If they do their work well, you should have a better school because of it.

CHANGES IN BOOKS

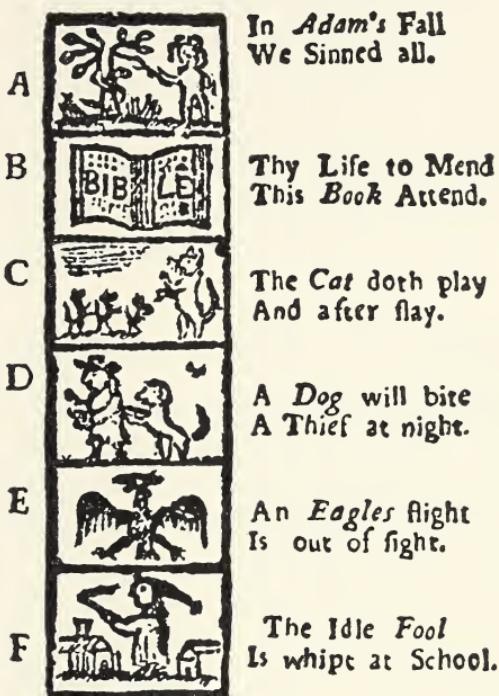
When you see an automobile that is ten years old, you notice how different it is from the model of this year. Automobiles change in appearance even from year to year. Schoolbooks change, too, but not so rapidly as automobiles. In fact, it is not until you see a schoolbook that was used in a school fifty years ago that you realize how much books have changed. If you see a still older book, the changes are very surprising. Notice the page taken from a hornbook, which was a kind of reader that children used some two centuries ago, and the page from the New England Primer first printed in 1688. How do these compare



A HORNBOOK

This was a sort of primer in which the printed sheet of paper was fastened to a thin board with a handle and then protected by a sheet of transparent horn.

with the primer or first reader that is used in your school?



A PAGE FROM THE "NEW ENGLAND PRIMER"

Notice the size and quality of the illustrations, the poorly made type, and the curious material that was used to teach little children to read.

*Practice 9 — Arranging an Exhibit **

Make a collection of schoolbooks that were used long ago. It may be that your grandmother has one of the books she read as a schoolgirl. Possibly a neighbor would be willing to lend you an old schoolbook. How interesting it will be to see who brings the book with the earliest copyright date. Make an exhibit of these books on a table in your schoolroom.

Practice 10 — Giving a Talk

Give a talk about old schoolbooks and new. If you have a variety of books in your exhibit, one committee can take readers, another spelling books, and so on. Then they can illustrate their talks by pointing out the differences between the old and the new, holding up the books for the class to see. You may invite your mothers to hear unusually interesting talks.

Practice 11 — Writing an Invitation

Write a letter inviting your mothers to visit school and see your exhibit of schoolbooks. Make your invitation so interesting that they will want to come. Here is shown a letter written by one fifth-grade class.

*Orrington School
Evanston, Illinois
January 18, 1936*

Dear Mothers,

We have been studying about schools and books during the past two weeks. We have made an interesting collection of the schoolbooks used many years ago. You will be surprised to see how different they are from those we use. Next Friday afternoon our committee on Changes in School Readers will give a number of talks. You are invited to come to hear them and see our exhibit of old schoolbooks.

*Sincerely yours,
Fifth Grade*

NEW SCHOOL SUBJECTS

Look at the illustration of the page from the horn-book. At one time that was the only book used by pupils in learning to read. How would you like to have to read pages like that over and over again, and have nothing else to read that really interested you? And suppose that you turned from that book to copying this line fifty times:

| <i>Fidelia</i> | <i>Truth is a priceless jewel</i> | <i>Thaxter</i> |
|----------------|-----------------------------------|----------------|
| <i>Fidelia</i> | <i>Truth is a priceless jewel</i> | <i>Thaxter</i> |
| <i>Fidelia</i> | <i>Truth is a priceless jewel</i> | <i>Thaxter</i> |
| <i>Fidelia</i> | <i>Truth is a priceless jewel</i> | <i>Thaxter</i> |
| <i>Fidelia</i> | <i>Truth is a priceless jewel</i> | <i>Thaxter</i> |
| <i>Fidelia</i> | <i>Truth is a priceless jewel</i> | <i>Thaxter</i> |
| <i>Fidelia</i> | <i>Truth is a priceless jewel</i> | <i>Thaxter</i> |
| <i>Fidelia</i> | <i>Truth is a priceless jewel</i> | <i>Thaxter</i> |

And after that, you did "sums" in arithmetic for an hour or so.

The three R's — Reading, 'Riting, and 'Rithmetic — were all that the pupils in the early schools studied. Is it any wonder that most of them disliked their school and left it to go to work as soon as possible?

Gradually, our schools, like our books, have changed. No longer do pupils spend hours on work that is of no interest to them and of little value. Not only have schools changed the ways in which children learn to read and write and do arithmetic problems, but they have also added new subjects that interest pupils and are useful to them. Today school is a much better place in which to work and to learn than it was years ago in the days of our parents and grandparents.

*Practice 12 — Conversing about School Work**

List all the subjects that are taught in your school. Which of them were in the first American schools? Can you find out which of them have come into the work of the school most recently? How is life today different from life in colonial times? Do these differences explain why the newer subjects have been added?



UNIT XI

THE GROWTH OF CITIES

ENTERING A BIG CITY

Jimmy pressed his face against the window of the railroad car to get a better look at the view ahead. He was getting a bit nervous, for this was his first long trip, and his father had just told him that in ten minutes the train would arrive in the big city. The landscape that had been fields and farm homes was changing now to groups of houses closer and closer together. Small stations appeared oftener, with lumber yards and coal sheds clustered around them. Switch engines and freight cars stood on sidings near sprawling factory buildings. The air became darker with smoke, and street lights were burning although it was not yet sun-down. On all sides were hurrying autos and trucks. Then appeared tenement houses, rows upon rows, with people sitting on back porches three floors above the ground. The train roared as it passed over wider streets streaming with autos. Now the buildings began to tower high, shutting out the little light that re-

mained. Lights in the car went on. The trainman called the station, and "Don't leave any articles in the car!" Jimmy and his father gathered their coats and baggage, and the train came to a slow stop in the great train shed.

Practice 1 — Discussing Cities

Have you had the experience of going by train or automobile into a large city? Have you wondered, as Jimmy did, how the city came to be, why so many people live in the same place, how many years it took to build this city? Talk over your experiences, and your impressions of cities that you know.

A BIRD'S-EYE VIEW OF THE CITY

When the aviator flies high above the city, how different it looks to him from the way it did to Jimmy coming into it by train. As the aviator looks down below him, he sees all parts of the city at a glance. The tall buildings of its business section look like small structures built with children's blocks. A haze of smoke hangs over the factory chimneys. The streets are like threads. The river or the harbor is seen more plainly. The residences are just the roofs of many houses, and the parks are mostly the dark green tops of trees. When one is high up in the sky above them, it is hard to believe that thousands of persons are living in this city he sees below him.

*Practice 2 — Labeling Pictures **

From geography texts and magazines, and the picture sections of Sunday newspapers, collect views of cities taken from the air. Make an exhibit of them,

placing the books on a table and the pictures on a bulletin board. For each picture write a sentence that tells the name of the city and, if possible, when the view was taken.

Practice 3 — Writing a Description

[*Handbook, Section VIII, Paragraphs*]

If you have ever been up in a tall building in a city, write about what you saw of the city from there. If you have not had that experience, take one of the pictures in your bird's-eye view collection and describe the city in it.

From a city window, 'way up high,
I like to watch the cars go by.
They look like burnished beetles black,
That leave a little muddy track
Behind them as they slowly crawl.
Sometimes they do not move at all,
But huddle close with hum and drone
As though they feared to be alone.
They grope their way through fog and night
With the golden feelers of their light.

— ROWENA BASTIN BENNETT

New Words

As you start out on your study of cities, get a "city vocabulary" to begin with. You are going to read in books and magazines and to write for information about cities and how they came to be as they are. Are you going to recognize certain words in the books? Are you going to ask intelligent questions? Here is a list of words that will help to "citify" your vocabulary.

artificial
by-products

census
delta

export
factories

| | | |
|-------------|---------------|----------------|
| foreign | levees | settlements |
| harbors | location | shipping |
| immigration | manufacturing | skyscrapers |
| import | metropolis | suburb |
| industries | navigable | tenements |
| interior | occupation | textiles |
| lake port | pioneer | transportation |
| landlocked | raw materials | utilities |

Practice 4 — Using Your Dictionary

[Handbook, Section II, Using Book Tools]

Look up all the words in the list that you are not sure about. Study their meanings until you can use them all one hundred percent correctly, because this will be a big help to you in your work.

WHY DO GREAT CITIES GROW SO LARGE?

There is a very good reason why every great city is located where it is. The reason may be a fine harbor on the seacoast. Perhaps a city grew in a certain location because river boats could bring supplies there for the people living on the broad plains. A city may grow up near coal and iron fields, where these raw materials can easily be brought together for use in factories. Often cities grow where electric power can be made cheaply. The natural center of a great farming country may become a city with railroads coming there to bring farm machinery and equipment and to take away the food supplies. These and other good reasons explain why our large cities are located where they are.

Practice 5 — Making an Oral Report

Divide your class into groups of two pupils each. Each pair of pupils may select one of the twenty largest

cities in the United States listed in Practice 6. Search for the reasons why the city you selected is located where it is, and report them to the class. You can divide the job of reporting between the two members working on each city. Remember that there is likely to be more than one reason why the city has come to be one of the twenty largest in our country.

In making your report, do you meet the following standards for a good report?

Standards for a Good Oral Report

1. A good oral report starts with a sentence that is interesting and informs your audience about the general topic you are about to report on.
2. Your voice should be loud enough to be heard by all your listeners, and at the same time not be harsh or unpleasant.
3. Your words should be pronounced distinctly, so that they will be easily understood.
4. Your report should progress from one point to the next without useless repetition or long pauses.
5. You should close your report while your listeners are still interested.

Cities in the Old and in the New World

The cities of the Old World have been great centers of population for centuries. Some are even thousands of years old. But many of the cities of our country were only small villages one hundred years ago. And two hundred years ago even our two oldest large cities — Boston and New Orleans — were not much larger

than villages. When you see the skyscrapers, the factories, the streets of houses and apartments, and the many other features of a great city, you wonder how it is possible that so much has taken place in so short a time.

*Practice 6 — Discussing Causes
of Rapid Growth*

From the list of cities that follows, showing the population for 1930 and 1880, select the ten that have grown the most rapidly during the last fifty years. What in your opinion made them grow so rapidly? Why did the others grow more slowly?

| <i>City</i> | <i>1880</i> | <i>1930</i> |
|---------------|-------------|-------------|
| New York | 1,206,299 | 6,930,446 |
| Chicago | 503,185 | 3,376,438 |
| Philadelphia | 847,170 | 1,950,961 |
| Detroit | 116,340 | 1,568,662 |
| Los Angeles | 11,183 | 1,238,048 |
| Cleveland | 160,146 | 900,429 |
| St. Louis | 350,518 | 821,960 |
| Baltimore | 332,313 | 804,874 |
| Boston | 362,839 | 781,188 |
| Pittsburgh | 156,389 | 669,817 |
| San Francisco | 233,959 | 634,394 |
| Milwaukee | 115,587 | 578,249 |
| Buffalo | 155,134 | 573,076 |
| Washington | 177,624 | 486,869 |
| Minneapolis | 46,887 | 464,356 |
| New Orleans | 216,090 | 458,762 |
| Cincinnati | 255,139 | 451,160 |
| Newark | 136,508 | 442,337 |
| Kansas City | 55,785 | 399,746 |
| Seattle | 3,533 | 365,583 |

Getting Information

Here is one way to find out more about the cities you want to study.

*Powell School
Birmingham, Alabama
November 5, 1935*

*The Secretary
Association of Commerce
Los Angeles, California*

Dear Sir:

We are studying the cities of the United States, how they have developed and the advantages they offer. If your Association publishes any information in regard to the city of Los Angeles that would help our class to know about its history and its growth, we should be very grateful if you would send it.

*Very truly yours,
Elmer Morgan
For the Fifth Grade*

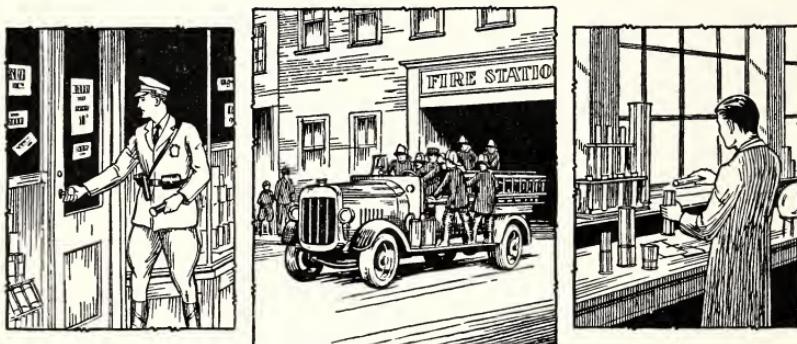
Practice 7 — Writing a Letter

[*Handbook, Section III, Letter-Writing*]

Divide your class into committees and have each committee select one of the cities that have grown most in the last fifty years. The duty of the committee will be to get as much information as they can about the city they choose. Each committee will write a letter similar to the one above, asking for information.

CITIES PROTECT THEIR PEOPLE

In order to prosper, a city must take care of its citizens. Every great city, as it grew, had to provide protection for its people from thieves and robbers by organizing a police department, and from fire by a fire



department. One of the first and most important things a city does for its citizens is to provide clean living conditions through a "sanitary district," or sewage system. This is also a health measure, as it does much to prevent sickness and the spread of contagion. The safety and health of many people depend upon the protection that the city gives them.

Practice 8 — Arranging a Visit

The departments of a city that protect the people will be very glad to help you know about their work. Write or telephone to one of these departments in your city, or in a city near your school, telling of your interest and requesting permission to interview the department superintendent or to visit the department offices.

Practice 9 — Preparing for an Interview

When you visit a city department, you will save time and find out the things you want to know if you prepare a list of questions for your interview. Here are questions that you might ask the health department of a city.

1. How many persons are employed in the department?
2. What are their duties?
3. How do you keep contagious diseases from spreading?
4. What do you do to make sure that the water, milk, and food are pure?
5. How do you take care of people who cannot afford to go to the hospital when they should?

If the department you plan to visit is one of the others that give protection to the people — the police, or fire, or sanitary department — make out a list of questions that you will ask.

Practice 10 — Writing a Report

When you return from your visit to the city department, write a report on the work that you saw or learned about, and the ways in which it protects the people of the city. Make a booklet, giving a page in it to each of the branches of work in the department.

Practice 11 — Writing a Courtesy Letter

[*Handbook, Section III, Letter-Writing*]

It is a matter of everyday courtesy to thank a person who has been kind and thoughtful toward you. Write a letter to the person who conducted your class through the city department, or whom you interviewed, thank-

ing him for his kindness. Possibly you can send him one of the best booklets to show him how much you learned about his department.

CITIES SERVE THEIR PEOPLE

When many people live in one place and, as the city grows, live closer and closer together, it becomes impossible for them to do things for themselves as people

do in the country. It would be difficult to have a well in each city back yard. It would be impossible in the city for each family to go out and chop wood for cooking and heating. So the city must care for these needs. It therefore has a water department to furnish its people with pure water for drinking and all household purposes. The city arranges either to furnish, or to have a private company furnish, gas,



electricity, and transportation. The city serves the citizens, young and old alike, by providing day schools, evening schools, places for meetings and entertainments, and recreation centers. A carefully planned city also provides many parks and playgrounds to promote the health and pleasure of its citizens.

*Practice 12 — Making a Survey **

How many services does your city or the city nearest your school provide for its people? Make a list of them.

The New Year edition of the city newspaper may help you. Your teacher can be your secretary and from your lists write on the blackboard a class list of these city services.

Practice 13 — Making a Committee Report

Divide your class into as many committees as there are different services provided by your city. Each committee will select one of the services on the class list. They will then investigate this service, first, by reading the annual reports of the departments and newspaper accounts of their work; second, by talking with parents and older people who know about it. When the committee has made the investigation, they will make a report to the class.

Practice 14 — Writing Paragraphs

[*Handbook, Section VIII, Paragraphs*]

Look through the material that you have received from the associations of commerce of the various large cities and see what you can learn of the services provided by their city governments. Do the booklets tell how many parks and playgrounds and schools Los Angeles has? Do they tell anything about the size and work of the water or transportation departments? Look in other places, too, as in geographies, the *World Book Encyclopedia*, the *Junior Britannica*, or *Compton's Pictured Encyclopedia*. Then write short paragraphs on what you learned of the services given by each large city.

HELPING YOUR CITY

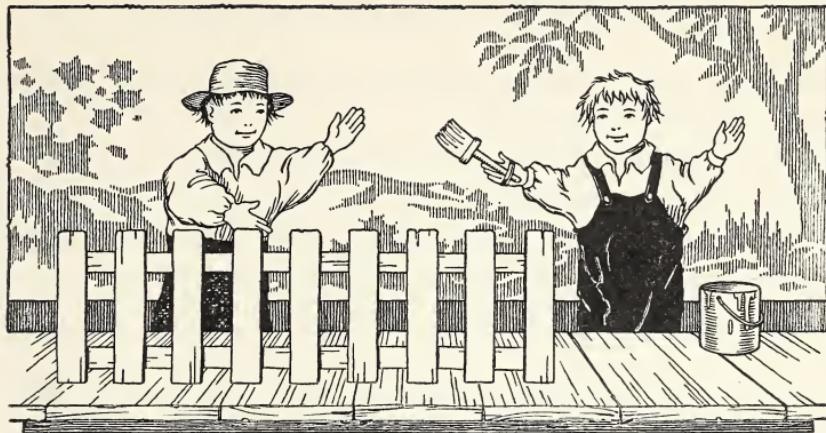
Knowing as much as you can about your city is a very good way to be a good citizen, for the person who knows

what is being done is sure to want to help make things even better. Since so many of our cities are very young, perhaps you will be surprised to learn that many centuries ago the young men of Athens, that ancient and beautiful city of Greece, swore this inspiring oath when they came to manhood:

We will never bring disgrace to this our city, by any act of dishonesty or cowardice. We will fight for the ideals and sacred things of the city, both alone and with many. We will respect and obey the city's laws and do our best to make those above us, who may forget or disregard them, do likewise. We will try always to make people realize their duty toward the city. Thus in all ways we will pass on this city — not only not less, but — greater, better, and more beautiful than it was given to us.

Practice 15 — Writing Your Own Citizen's Oath

After talking about the Athenian oath, write an oath that you think would be appropriate for yourselves. You may each write one and put your ideas together later, or write it as a class. What are the ideals and sacred things of your city? What acts would be dishonest or cowardly toward your city? How can you make older persons feel greater loyalty and responsibility toward the city that they are to pass on to you? How can you make the city greater and more beautiful?



UNIT XII

PUPPETS AND MARIONETTES

TOM: Oh me! Oh my! What a job! Whitewashing a fence when I wanted to go fishing! (*Whistles a little tune.*) It's hard work too. Makes my back tired. (*Sits down on a box, head in his hands.*) Well, well, it just doesn't seem right for one fellow to have to work so hard. (*As Tom looks around, he sees Ben coming. He jumps up with his brush and starts to whitewash.*)

BEN: (*As he enters, makes believe he is a steamboat.*) Choo — Ding-dong-dong! Ding-dong! (*Slows up.*) Stop her, sir! Ting-a-ling-ling! Ship up to back! Ting-a-ling-ling! Come ahead on the starboard! Stop her! Out with the headline! Lively now! Done with the engines, sir! Ting-a-ling-ling! Sh! Sh! (*Steam escaping*)

TOM: (*Pays no attention. Goes on whitewashing.*)

BEN: Hi-yi! I see you're up a stump.
(*No answer*)

BEN: Hello, old chap, you got to work, hey?

TOM: (*Turns suddenly.*) Why, it's you, Ben! I warn't noticing.

BEN: Say, I'm going in a-swimming, *I* am. Don't you

wish you could? But of course you'd rather work, wouldn't you? Course you would!

TOM: (*Turns slowly.*) What do you call work?

BEN: Why, ain't that work?

TOM: (*Returns to whitewashing.*) Well, maybe it is, and maybe it ain't. All I know is, it suits Tom Sawyer.

BEN: Oh, come, now, you don't mean to let on that you like it.

TOM: Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day? (*Works on carefully.*)

BEN: Say, Tom, let me whitewash a little.

And so Tom Sawyer gets his fence whitewashed. Tom and Ben are puppets, but they seem very much alive in this puppet show.

But what is a puppet show? Puppets are doll-like figures that are made to act on a little stage. They are operated either from below or from above by a person standing behind the stage. Marionettes are the kind of puppets that are operated from above by strings or wires.

When we speak of puppets, however, we almost always mean the little cloth figures that are slipped over one's hand. By placing your forefinger up into the head you can turn it in any direction — from side to side, or up and down — while with your thumb and second finger you move the arms as you wish. In this way, as you stand hidden back of the little stage, you can make your puppet seem almost alive. With every word, which you speak for him, you can move his head and arms, so that to the children who are watching and listening in front, the puppet seems to be doing the speaking. (See the pictures farther on.)

You can operate two puppets at one time — one on each hand. In this way, by changing your voice to suit each of the two characters represented by the puppets, you can carry on a lively conversation between them. This can be very entertaining to the audience, and it is certainly great fun for the boy or girl who has made the puppets and who gives them their words and actions from behind the scenes.

Puppets have many uses. Sometimes they are used to illustrate such short and terrible tales as "Punch and Judy." Just as often they are used to teach some little fable or lesson. Perhaps you will think of new and different uses for them.

Practice 1 — Discussing What to Do with Puppets

Talk over all the things you could and would like to do with puppets. Would you like to use several in health talks as one school did, to emphasize brushing of teeth or promoting a clean-hands campaign? Perhaps your room has been discussing safety or school citizenship rules. If you use a puppet or two with a talk of this kind, it will be remembered longer. Puppets can illustrate the quaint dress and manners of a foreign people you are studying in geography, and someone is sure to want to do a little scene from a history lesson. When all your suggestions have been written on the board, talk them over and decide on a number of the best ones to carry out. Then read the following directions carefully:

HOW TO MAKE PUPPETS

The first step in making a puppet is to design it on paper. You do this by drawing with a pencil around

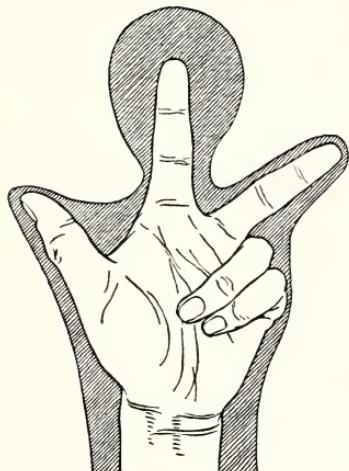
the thumb and first two fingers of your hand spread out as is shown. Tuck the last two fingers back into the palm, so that they will not show. Draw all the way down to your wrist, because your hand will represent the puppet's body and the legs will be sewed on about where your wrist begins. Since the first finger becomes the puppet's head and the other two his arms, the head will of course be made a little larger and filled in with cotton or other stuffing. Sometimes a

head and hands are carved of wood and slipped on the fingers separately. You had better make several of these drawings, keeping the best one for a pattern and sketching on one of the others the clothes you plan to dress your puppet in. Then from your pattern cut out the puppet from an old stocking or other cloth. Sew it up and turn it inside out. Stuff the head a little, but

be sure it moves easily when your finger is in it. Paint the features or sew them on. Legs can be stuffed and stitched to the front of the body if you need them. Dress the puppet simply. Now you will want to practice making it move about and gesture.

THE PUPPET THEATER

The puppet theater is simple to make, but you will have to figure out which is the best way to have one in your room. If you should happen to have an open window-like space between two rooms, or a Dutch door



(half-door), you have an ideal theater right there, because you can so easily conceal yourself behind the door or window while you march the puppets around upon the ledge.

In this picture you see John and Sally, two fifth-grade pupils, giving a puppet show. Their puppet theater is a wooden frame covered with cloth. The stage is high, so that John and Sally can stand without being seen while they speak for the puppets and make them "act." Sally is looking at the "lines" her puppet is speaking.



Here are a few books that will be helpful to you in making your puppets and your theater.

Ackley, Edith Flack. — *Marionettes*

Buffano, Remo. — *Be a Puppet Showman*

McIsaac, F. J. — *Tony Sarg Marionette Book*

Walters, Maude Owens. — *Puppet Shows for Home and School*

Practice 2 — Making Puppets and a Theater

Now the time has come, after all the plans are made, really to make the dolls themselves and the stage for them. Divide your class into committees to do this work. You will need only one committee to arrange for the stage, but you will need several committees to make puppets. Choose a chairman for each committee to guide the work of the members and to see that the work is done on time.

Here is a sketch written by a fifth-grade boy after he had heard his teacher tell how the clean-faced boy looked at the dirty-faced boy and decided to wash his own face, while the dirty-faced boy, looking at the clean-faced boy, decided he didn't need to wash his face.

PUPPET SKETCHES AND PLAYS

CLEAN-FACE AND DIRTY-FACE

There are two puppets, Clean-Face and Dirty-Face, who have just come in from recess. They come on the stage, and both start to sit down at their desks. Clean-Face looks over at Dirty-Face and is horrified (*jerk him suddenly, throwing up his hands, to show horror*).

CLEAN-FACE: My goodness, I didn't know faces could get so dirty during recess. I must hurry and wash mine before the class comes to order. (*He hurries off the stage.*)

(*Dirty-Face looks at his hands, wiping them on his trousers.*)

DIRTY-FACE: Humph, dirty hands. Maybe I should wash them before we start our language lesson. (*Re-enter Clean-Face.*) Here comes Clean-Face; he looks O.K. I guess I don't need to wash. (*He settles back in his seat.*)

CLEAN-FACE: (*Coming slowly to his seat and muttering.*) Well, look at him, still dirty. He needs a face-wash if anybody does, but I'll bet he doesn't know it. (*He takes a small mirror from his coat and sticks it up in front of Dirty-Face, who gives the same horrified jump that Clean-Face did when the play opened. Clean-Face makes a pleased bow to the audience and the curtain closes.*)

Practice 3 — Writing a Puppet Play

You can see from this little sketch that a puppet play requires two kinds of planning. It needs directions for actions — the part printed in italic type in the

sketch — and it needs conversation. In writing your plays remember to get plenty of both of these into them.

Of course you do the speaking for your puppets. Your "lines" should be fastened up before you where you can read them as you operate the doll. Soon you will know the lines and will not need the paper any longer. One person can sometimes handle two puppets, one on each hand, changing his voice for the speaking parts. If more than two puppets appear in the play, it is better to have one operator for each puppet.

Committees can read their plays to one another before acting them to get criticisms and suggestions on them. After polishing them up and rehearsing them, you will, of course, want to show them to other grades or to visiting mothers.

JACK, THE PUPPET

Clickety, clack, clickety, clack!
That's the sound of a puppet named Jack.
He gestures so grand
With each little hand
For he's the best actor in many a land.

His head is of wood and so is his brain,
He doesn't much look as if he were sane,
But when he starts walking and turning and running
His body and brain take on a shrewd cunning.

He twists and turns and bows and flops
And now and then completely stops.
And all he has is magic strings
With which to do these marv'lous things.

Clickety, clack, clickety, clack!
That's the sound of a puppet named Jack.
With a body so neat
And two tricky feet
He gives us a show that he oft must repeat.

— CARRIE RASMUSSEN

MARIONETTES

Once you have put on a successful puppet performance, both you and your audiences will be enthusiastic about these small people who come to life the minute you move them, and you will want then to see what you can do with marionettes. These will be somewhat more difficult to make. For this reason you will want to get additional help and advice if you can.

Practice 4 — Writing a Class Letter

[*Handbook, Section III, Letter-Writing*]

Often there is someone in a school system or in a community who has had experience in making marionettes and putting on shows. If there is such a person in your community, write a class letter asking him or her to come and visit you and tell you about the making and operating of marionettes. He will be able to give you much valuable advice. You might suggest in your letter that he bring along one or two of the dolls, so that you can see how they are made and worked.

If there is no one whom you can get to advise you in this way, you might try to get a marionette show to visit your school or town. Write a letter to your school principal asking whether he will arrange to have a marionette performance given so that you could see it and inspect the figures and the stage afterward.

Making Marionettes

If you cannot see a performance or hear a speaker, you will proceed to make your marionettes according to instructions you find in books.

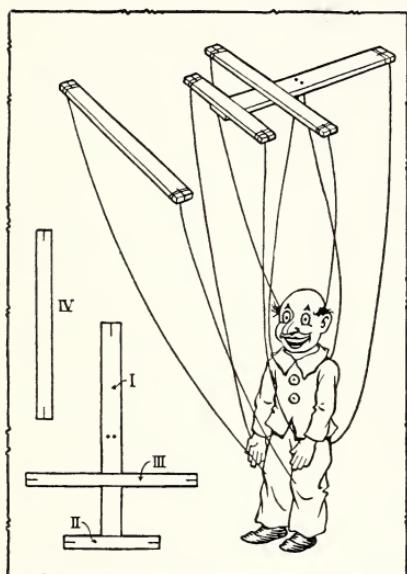
Here is one way of making them. First you make patterns for them, just as you did for the puppets. Next stuff the marionettes completely as you would rag dolls, except the joints — arms, knees, and hips. The marionette must be free to move easily at these points. Stuff the head tightly (unless it is carved of wood, like "Jack's"), but let the neck be a loose, un-stuffed piece just the right length so that the head will move easily in all directions. Weight the hands and the feet with small pieces of lead, and sew a lead weight to the seat of the doll, so that it will sit down easily. Hair can be made of yarn, embroidery floss, velvet, or wool. Features that are sewed on show up better than those that are painted. Clothes can be sewed right on the stuffing, since marionettes do not change their clothes. Bright colors help to make them showy, particularly in electric light. Avoid large hats and use soft materials because stiffness of any kind will hinder the free movement of the figures.

Stringing Them Up

In stringing up your marionettes, it will help you to look from time to time at the drawings that follow. *I* is a strip of wood about a foot long and an inch wide. *II* is a strip about five inches by a half-inch, which is fastened to one end of *I*. *III* is a strip about nine inches by a half-inch nailed to *I* just a little back of *II*. *IV* is about ten inches by a half-inch and is held in the right

hand by itself. Small holes or slits are made in both ends of *II*, *III*, and *IV*, and in the free end of *I*; two holes are drilled side by side in *I* just about at the middle.

If you string your marionette with wires, it will be best to sew small metal rings at the proper places on the doll first. If you use black thread or fish line, take



small stitches at the proper points, tying strong knots after you take off the needle. Give your fastenings a good jerk each time you finish one, so that they will surely be secure. Dangle the doll in front of you, with your hands at a comfortable height — not too high — before cutting each wire or string; then cut several inches above your hand. The head strings are fastened to the

ends of *III*. The shoulder strings are passed through the two holes near the center of *I*. The seat string runs to the back of *I*. The strings from the hands go to the ends of *II*, and those from the knees to the ends of *IV*. The main control is held in your left hand and the leg control in your right. Have a loop to slide your hand under about the middle of the control, so that it will hang there without your lifting it and you will be free to move the strings with your fingers. Your forefinger is used to lift the arm strings, while another finger is hooked under the shoulder string and

pushed down to make the head move forward. Try tipping the control different ways and see what effect these various movements have on the doll. You will enjoy practicing, and of course you will improve immensely with practice.

YOUR FIRST MARIONETTE PLAY

For your first marionette play you had better select a very simple scene or story, because there will be so many things to think of at one time. The fairy tales that you have known ever since you were in the first grade make very good marionette plays. You can choose scenes from such stories as "Little Red Riding Hood," "Hansel and Gretel," "Jack and the Beanstalk," "The Sleeping Beauty," or "Cinderella," and make little plays of them. You will need to write out the speaking parts for the characters and plan some of the actions and gestures. Here is the beginning of a scene from *Heidi* to show you how it may be done.

The Grandmother is seated on the stage when the curtain opens. Heidi comes in.

HEIDI: How do you do, Grandmother. Here I am. It is Heidi. (*She holds out her hand.*)

GRANDMOTHER: (*Lifting her head and reaching for Heidi's hand.*) How did you get here, little one?

HEIDI: My grandfather brought me down on his sled.

GRANDMOTHER: (*Still touching Heidi's hand.*) Is it possible? And how did you keep so warm? Your hands are not the least bit chilled.

HEIDI: (*Moving away to look around the cottage.*) My grandfather wrapped me up.

GRANDMOTHER: To think the old hermit wrapped the child up and brought her down here!

HEIDI: (*At the window.*) Oh, Grandmother, there is a

loose shutter. If Grandfather were here, he would drive a nail in it for you.

(*And so on*)

Practice 5 — Writing the Lines

Choose the story or scene that you will have your marionettes act first and write the lines and stage directions for it. If it is a short scene, you will enjoy working as a class while your teacher writes the lines on the blackboard. If you are to have several scenes or a complete story, you will need to divide the work among committees.

Inviting Guests

When you have rehearsed until you are satisfied with your performance, the next thing you will think about is inviting someone to see it. Probably the most appreciative audience you could have for these fairy tales is the kindergarten or the first-grade or the second-grade children. Here is an invitation to see "Jack and the Beanstalk" performed.

Dear Second Grade,

Have you ever wished you could see Jack really climb a real beanstalk? Have you wanted to hear the giant roar and then see Jack escape right under his nose? We have been getting this play ready for you for several weeks, and we invite you to come to our room next Thursday at two-thirty to see our marionettes perform it. Be prepared for a lot of fun.

*Sincerely yours,
The Fifth Grade*

Practice 6 — Writing an Invitation

[*Handbook, Section III, Letter-Writing*]

Write an invitation to one of the classes in your school to see your first marionette play. Perhaps besides inviting one of the other grades, you will also invite your principal or a supervisor.

Making Up a Play of Your Own

Perhaps there are some children in your class who will think it is more fun to make up plays of their own than to rewrite fairy stories. Of course, you will encourage these children, because they may be able to give you something very worth while. One fifth-grade girl, after she had read the story of *Pinnochio*, got the idea for the following little play, which she wrote and called "The Brave Petro."

THE BRAVE PETRO

Petro has run away from home and is lost in a forest.

PETRO: Hi-yah! Hi-yah! Well, I guess this is pretty fine. What if I am lost? I don't care. No more work for me at home. I've run away for good this time. I'm free now, and I'll do what I please. Nobody's going to boss me any more. (*Struts around.*)

OWL: (*Flies down and rests on branch of tree.*) Oo-oooo! Oo-oooo!

PETRO: (*Jumps around, startled; sees owl.*) Oh-ho! Thought you could scare me, eh? Well, you're fooled this time, old bird. I'm my own boss and a very brave man. Nobody can scare me. (*Keeps turning around until owl flies away.*)

OLD MAN: (*Bent over, limping in.*) Kind sir, I've walked all day and have had nothing to eat. Kind sir, will you give me a piece of bread from your basket?

PETRO: My lunch is for myself. I have nothing to spare.

OLD MAN: But, sir, I am near dead of hunger, and I have walked many a mile without food.

PETRO: Then you can walk some more miles till you find some. I have none for you.

OLD MAN: But, sir —

PETRO: No, I said, and go along.

(*Old man limps off. Petro is tired and sits down on a log, but the log springs up and frightens him. He whistles to keep up his courage. It grows dark rather quickly. There is lightning and thunder, at first faint, then louder and more often. Petro gradually becomes more and more frightened; he stops strutting and finally begins to cry.*)

PETRO: Oh! Oh, dear! I shouldn't have run away. I don't really want to be my own boss. If I were home now, I'd do everything I was told.

OLD WOMAN: (*Dragging herself in weakly.*) Sir, can you help me? I am so tired and drenched.

PETRO: (*Going to her at once.*) I'll be glad to help you. It's a terrible storm. What can I do? Tell me.

(*He helps the old woman sit down. He is about to take off his little cape and wrap it around her, when her own cloak falls off and shows that she is a shining fairy. The thunder stops and it grows lighter as Petro stands looking at her in amazement.*)

FAIRY: You see, Petro, I'm the Golden Rule Fairy. I want to be kind to people who are kind to me. What would you like me to do for you?

PETRO: I — I — Oh, thank you! I see now. It's because I said I'd be glad to help you. Oh, Fairy, can you take me home again?

FAIRY: Certainly, Petro. Come, I'll show you the way. (*She slowly rises and floats off.*)

PETRO: (*Dancing about joyously.*) Now I know! Now I know! And when I get home, I'll tell mother about it. I'll be a smart boy and a good boy too! (*He dances off, following the fairy.*)

*Practice 7 — Planning and Writing
an Original Play **

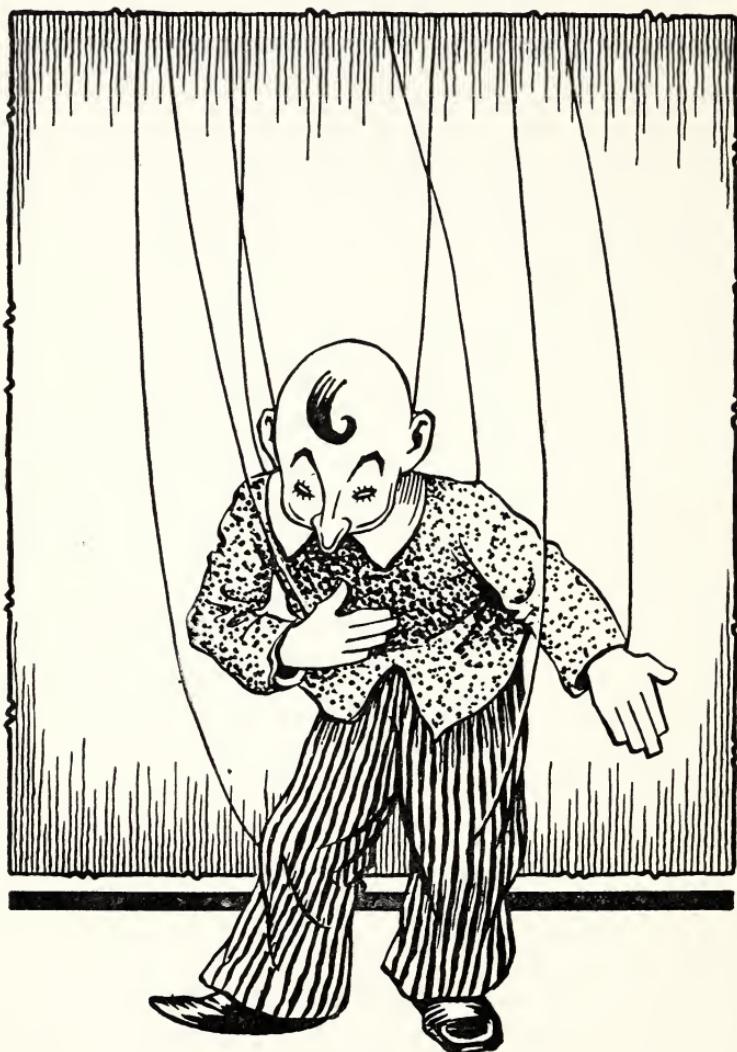
Have your class talk over ideas that any of the members may have for writing plays of their own. Anyone having such an idea will probably be glad to get suggestions before actually producing his play. Give him your help and encouragement, for you will all be very proud of a play written by a pupil in your own grade.

*Practice 8 — Making Posters and
Writing Advertisements*

Making the posters and writing the advertising for a play are sometimes almost as much fun as writing the play. After you have rehearsed your marionettes and have seen how funny and clever they are, you will want to tell others about them.

On your posters show your marionettes in their colorful costumes and in their best poses. In your notice beside the picture, write what it represents, as: "This is the Brave Petro as he looks when the log springs out from under him!" Then go on to tell just enough about the play to make everyone curious and interested in it. Perhaps you will have the picture of the marionette speak for itself, as: "I am the Brave Petro. Come and see me in the play that's named after me. You will think I'm quite a fellow. The play will be given in the Fifth-Grade room, Friday, at three o'clock."

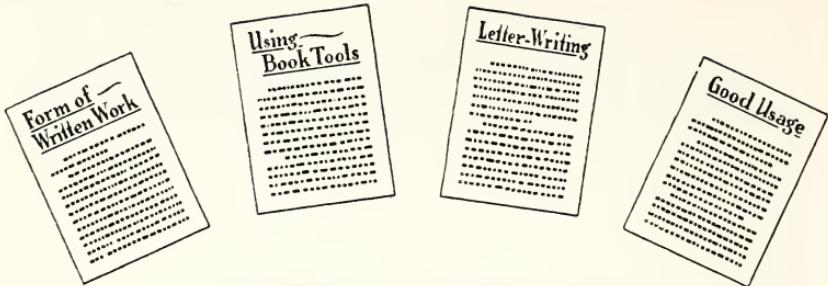
One of the pupils in your grade may write a review (or preview) of the play for publication in your class paper. Notices for the bulletin board or for other class papers should state clearly the time and place of the performance.



Good-BYE

Part II

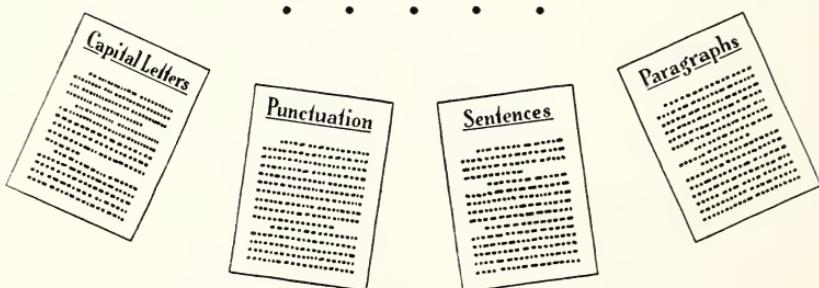
YOUR HANDBOOK



YOUR HANDBOOK

This part of your language book is full of suggestions and practices that will improve your writing and speaking. Sometimes you will study a part together; because there are many new things for fifth-grade boys and girls to learn. Often you will turn to a section of your Handbook for help with something that you are doing by yourself. Sometimes you will review rules you have forgotten and work out practices on them.

Look through your Handbook now so that you will know just what help you can find in it. Use the index and table of contents in locating the information you want.

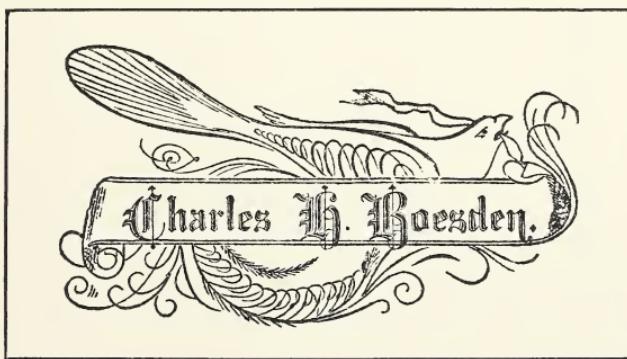


SECTION I

FORM OF WRITTEN WORK

CHANGES IN STYLE

There are fashions in books and writing, just as there are in clothes. If you wish to see how much change there has been in fashions in books, find some old books, printed about fifty years ago, and examine them. You will notice that the print is small and that the entire book is different from your latest attractive story book. If you are fortunate enough to find some old letters and diaries also, you may notice differences in writing. Some old papers have very elaborate capital letters and designs in pen and ink around the edge. Here is an old-fashioned calling card, for example.

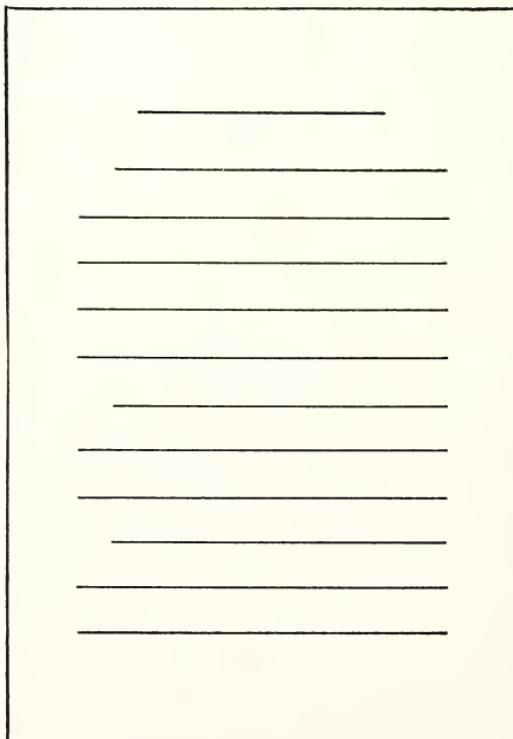


Everyone wants to be in style. The pages that follow give you suggestions on arranging your papers in what is considered good style today. These styles, like others, will change as the years go by. There is

seldom just one good style. That is why in this book you are sometimes given a choice of several acceptable forms. You are old enough now to use your judgment in deciding which form you wish to use. You should know what forms are not considered in good taste, because you will want to avoid using those. Certain forms that are used in modern advertising and magazine writing are not yet considered by the best writers to be good style, as, for instance, the practice of using all small letters in titles.

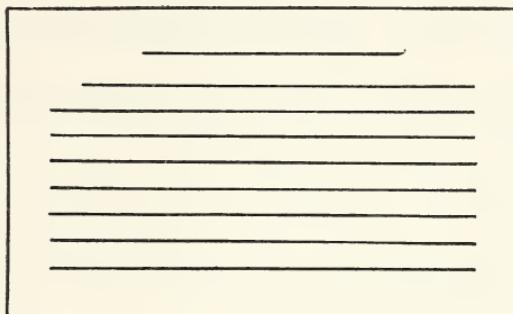
MARGINS

The width of the margins depends upon the size of the paper and the length of the message. It may vary



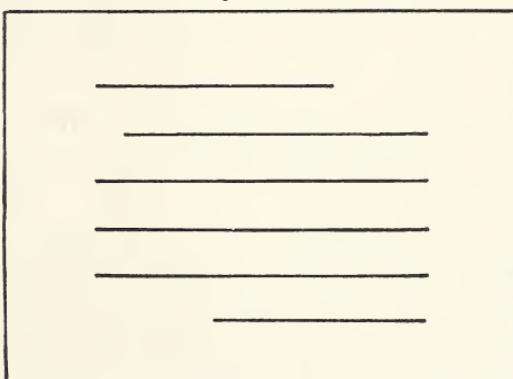
One inch margin on a large sheet

from one-half inch to two inches, but the usual margin kept on the left, and as evenly as possible on the right side of the paper also, is one inch wide. Wider spaces are often left at the top and the bottom.



' Above - Narrow margin because the message
is long

Below - Wider margin for a short note



In the lower grades, when you were just learning about margins, you were always asked to keep a margin one inch wide on the left. You are now able to use judgment in deciding how wide a margin to leave. You can also try to keep an even margin on the right. This is not easy to do.

In the illustrations of children's writing on the next page, notice that these boys and girls have kept the right margin even in several ways.

1. By crowding the letters and writing smaller at the end of the line.
2. By dividing a short word at the end of the line.
3. By leaving wider spaces between words.

*she could not understand why
she could not understand w-
she could not understand*

The last is the best way. Can you tell why the others are not satisfactory?

THE PLACING OF THE TITLE

Examine books to see how titles are placed. They are usually evenly spaced between the right and left sides of the page. This is called *centering* the title. There is also a space, or margin, at the top of the page.

Estimate how much space you can leave at the left before beginning to write your title. Place a light pencil mark in the center. That will help you to place your title well. If you are printing your title, you can place it exactly by counting letters, as typists do, and beginning to print from the center to the left and right.

X

| | | | | | | | | | | | | | |
|----|---|-----|---|----|-----|------|----|----|----|----|----|----|----|
| 1 | 2 | 4 | 5 | 6 | 8 | 9 | 11 | 12 | 13 | 15 | 16 | 17 | 18 |
| My | 3 | Day | 7 | at | the | Fair | | | | | | | |

Practice 1 — Criticizing Arrangement

On the next page are three examples of the placing of titles. The second is the only acceptable one. What is wrong with the others?

The Story of Books

1

The Story of Books

2

The Story of Books

3

Whenever papers are written in your class, have them held up before the class, so that the placing of titles and the width of margins may be inspected.

Practice 2 — Arranging Titles

Practice estimating the spacing of titles by writing the titles below, keeping the width of margins equal on the left and the right.

The Bear Cub

Why the Kangaroo Hops

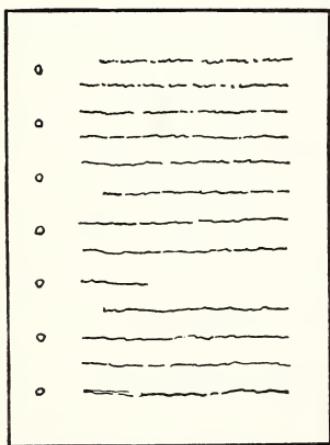
Sambo

The Best Game the Fairies Play

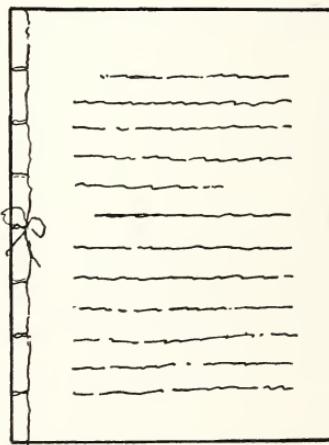
The Challenge of the Gallant Knight

RULES FOR ARRANGEMENT

1. There should be a margin all around the story or paragraph.
2. The left-hand and the right-hand margins should be the same width.
3. Margins should be wider on larger paper.
4. The story should be placed as nearly as possible in the center of the paper.
5. The title should be placed in the center of the first line with a suitable margin at the top of the paper.
6. When the paper is to be put into a notebook, or bound into a booklet, an extra half-inch margin should be allowed on the left for the fasteners or for the sewing.



Page for a Notebook



Page for a Booklet

SECTION II

USING BOOK TOOLS

There are so many things to learn that no one can possibly know and remember all of them. However, you know that in some book you can find the answer to almost any question. So, if you know how and where to search in book-land, you will always be able to learn just what you want to know.

You can save time in finding material in libraries if you learn about the guides that help you to locate what you are looking for.

The *card catalog* contains at least two cards for every book in the library. By using the catalog, you can find books that you need.

In each book there is a *table of contents* and in many books there is an *index* that tells you what is in the book.

THE TABLE OF CONTENTS

The *table of contents* is usually found just before the first chapter of a book. The contents page lists the chapter titles in the order in which they appear in the book. It also gives the page upon which each chapter begins.

Practice 1 — Using the Table of Contents

See if you can find in this language book suggestions for making puppets. On what pages will you find them?

Through the tables of contents in your language or

your reading books find poems, stories, or suggestions for one of the following:

| | |
|-------------------|-------------------------|
| 1. Current Events | 3. A Program on Animals |
| 2. Book Week | 4. Early Mail Service |

Let each pupil in a small group take a different book for this work. See how quickly each one can discover whether or not his book contains any material on the subject. Do not take time to read the pages. This is an exercise in finding your own way in books. The reading can be done later.

You will want to look through the entire table of contents, because the topics are arranged there in the order in which they are found in the book, not in alphabetical order.

THE INDEX

Most books that are not story books contain indexes. The index is usually placed at the back of the book. On these pages are listed the most important topics or subjects in the book. These topics are arranged in alphabetical order.

Here is a sample of what might be found on the index page of a language book.

Learning a poem, 55-56

Letter-writing, 17, 35, 78-96, 101

Library, making rules for use of, 19-20; public, 21-22

Listeners, standards for, 4-5, 27, 46

Magazine, listing, 58; making a class, 62-68

Making a record, 123, 137, 148

Margins, 22, 25, 36

Memorizing, 55-56

Moon Song, Hilda Conkling, 67

Motion picture show, 15; criticizing, 27; making a toy movie, 18-20

When a number is followed by a comma, material on the subject can be found on only the page of that number. Where there is a dash between the numbers, material can be found on all pages between the first and second numbers. After "letter-writing" in the sample just given, you see five numbers with dashes between two of them. This means that on page 17, page 35, and page 101 you will find something about letters; also on page 78 and all the following pages through 96.

Titles are printed in italics (underlined or put in quotation marks when typed or written). There is a title in the sample index page. What is it?

The alphabetical arrangement saves time for you and makes it possible for you to find references more easily.

Practice 2 — Using the Index of this Book

Study the index pages of this language book.

1. On what page can you find an example of a business letter?
2. On what page is there a practice exercise on using *seen* correctly?
3. On what pages can you find poems? What are their titles?
4. If you wanted help on paragraphing, could you find any in this book?
5. If you wanted to know how to write book reviews, could you find directions and examples by using the index?

Practice 3 — Using the Index of a Geography

Look through the index of your geography book and make a list of all the pages on which you can find any

information about your state. Include the map on which your state is shown.

What is the principal industry in your state? On what pages can you find more information about that industry in the United States?

SECTION HEADINGS

Many times in history, science, and other books each chapter is divided into sections, and each section is named so that you can find material quickly. In this book, for instance, this section on *Using Book Tools* is divided into a number of parts. What are the headings for each part? Form the habit of looking at the titles of sections within a chapter when you are hunting for information.

Sometimes these section headings are printed at the side of the page, even out in the margin. They are called *sideheads* when they are placed in that way. They are sometimes printed in heavy type or underlined, so that you can locate them quickly.

You could outline a chapter by listing these sections or sideheads, in order. They are very helpful if you are skimming through a chapter to find information on a certain subject. Don't overlook them.

Practice 4 — Using Section Headings

Choose a chapter of your geography book to outline by section headings. Notice whether the section headings are in the center or on the side of the page. Perhaps you will find both. If you do, the center headings are the main topics and the side headings are subtopics under each main topic. Subtopics are usually in smaller type than main topics.

Your chapter outline may be arranged like this part of an outline:

THE SOUTHERN STATES

- I. The Cotton Belt
 - A. Where cotton is raised
 - B. Cotton plantations
 - C. Shipping cotton
- II. Work in the Southern Forests
 - A. Southern forests
 - B. Lumbering in the Coastal Plain
 - C. Products of the forest
- III. Southern Oil Fields
 - A. Three oil fields
 - B. Oil wells

The center headings in the book are the topics marked I, II, and III, while the side headings are the topics that are lettered A, B, etc.

LIST OF ILLUSTRATIONS

Many books like histories or geographies have a list of *illustrations*, or pictures, in the front, or sometimes in the back, of the book. This will be useful to you when you want to use pictures in illustrating your talks.

Practice 5 — Using the List of Illustrations

In your geography book see if you can find any pictures to use in making a report on one of these topics. Put down the number of the page on which you find the illustration.

| | |
|--------------------------|-------------------------|
| 1. Cotton Growing | 4. River Transportation |
| 2. Lumbering in the West | 5. Meat Packing |
| 3. Our National Parks | 6. Ranch Life |

LIST OF MAPS

There is also a list of maps in most geographies. Find the one in yours. How many maps does the book have? Find the map that shows your own state. What is the title of that map?

THE CARD CATALOG

You have probably learned where the card catalog



is in your public or school library. Every book has an author card and a title card. Some books have subject cards, too.

On the author card the name of the writer is given at the top of the card with the last name first. When locating a book by the author's name look in the catalog under the first letter of the last name.

If there are two authors, you will find a card for each.

591
B47

Bianco, Mrs. Margery.

More about animals, by
Margery Bianco. Illus-
trated by Helen Torrey.
New York, The Macmillan
Company. 1934.

AN AUTHOR CARD

Practice 6 — Alphabetical Arrangement

Here are the names of some writers of children's books. Arrange them in alphabetical order according to the last name of the author, as the cards would be found in the catalog.

| | |
|-----------------|----------------------|
| Johanna Spyri | Elizabeth Coatsworth |
| Kathryn Dopp | Rachel Field |
| Virginia Olcott | Lewis Carroll |
| Rose Fyleman | Lucy Fitch Perkins |

Do you know any of these names of authors? Perhaps you can name some of the books that these authors have written.

More about animals
591
B47 Bianco, Mrs. Margery.

More about animals, by Margery
Bianco. Illustrated by Helen
Torrey. New York, The Macmillan
Company. 1934.

A TITLE CARD

On the *title card* the name of the book is placed first. The card is placed in the catalog under the first letter of the title. (If the title begins with *A* or *The*, the second word is used.)

Practice 7 — Locating Books Alphabetically

Number to 10 on a piece of paper. Put down the two letters in the card catalog under which you would

look for these ten books. One letter will show the alphabetical location of the author card and the other that of the title card.

EXAMPLE: *Travel by Air, Land and Sea*, by Hanson Hart Webster

Title card — T Author card — W

1. *Viking Tales*, by Jennie Hall
2. *East o' the Sun and West o' the Moon*, by G. W. Dasent
3. *Voyages of Dr. Dolittle*, by Hugh Lofting
4. *Peter Pan*, by James M. Barrie
5. *The World We Live In and How It Came to Be*, by

Gertrude Hartman

6. *Jataka Tales*, by Ellen C. Babbitt
7. *Just-So Stories*, by Rudyard Kipling
8. *Northward Ho*, by Vilhjalmur Stefansson
9. *Little Maid of Bunker Hill*, by Alice T. Curtis
10. *Docas, The Indian Boy of Santa Clara*, by Genevra S. Snedden

Other Information on the Card

Besides the author's name and the title, the card usually tells the name of the publisher of the book. That is the company to whom you would write if you wanted to order the book.

The card gives the copyright date, too. That tells you how old the book is, because it is the date when the book was first published.

In the upper left corner of the card is the number of the book, by which you can find it on the shelves.

In most libraries story books are not numbered. They are just placed on the shelves according to the first letter of the author's last name.

Practice 8 — Using the Card Catalog

If you have a school library, or if you are near enough to a public library so that you can use the catalog, find the answers to these questions:

1. Who is the author of *Black Beauty*?
2. What is the title of a book of poems by Eugene Field?
3. What is the name of the publisher from whom you would order *The Pioneer Twins*, by Lucy Fitch Perkins?
4. There are several collections of Robin Hood stories. Find the author of one.
5. What is the copyright date of *The Little Book of the Flag*, by Eva M. Tappan?

BOOK LISTS

Whenever you have to make a book list, or *bibliography*, you should give the title and the author's name. If there are two authors, give both names. You may put them down as these books are listed:

1. MacDonald, Rose M. *Then and Now in Dixie*
2. Waddell and Perry. *Long Ago*

There are two authors for the second book. The last name of each has been given.

If you wish to put the title first you may write it in this way:

1. *Then and Now in Dixie*. Rose M. MacDonald
2. *Long Ago*. Waddell and Perry

When the author's name is listed before the title, the last name is put first. A comma then separates the first and last names. When the title is given first, the first name of the author is given first.

Practice 9 — Arranging a Book List

Arrange these books in a list with the author's name before the title. Put the last name first and place a comma after it. Put the list in alphabetical order.

1. *All About Pets.* Margery Bianco
2. *Rootabaga Stories.* Carl Sandburg
3. *King of the Golden River.* John Ruskin
4. *Heidi.* Johanna Spyri
5. *Picture Tales from the Japanese.* C. W. Sugimoto
6. *Gulliver's Travels.* Jonathan Swift
7. *How the World Rides.* Florence Fox
8. *Star Myths from Many Lands.* Dorothy Renick

Many times this year you will need to make a book list. You may refer to this section each time to see how the lists are arranged.

YOUR DICTIONARY

You may know how to use your dictionary fairly well, but you can probably find in it new sections and more help than you realize.

***Practice 10 — Discussing the Use of
the Dictionary***

Without looking at your dictionary, talk over with your class some of these questions:

1. Besides the main word list, what other sections are there in your dictionary?
2. What general information, like tables of weights and measures, weather signals, or the history of our language, is given in your dictionary?
3. How does your dictionary help you with pronunciation?

4. Does your dictionary show the syllables for every word, so that you will know how to divide it at the end of a line if necessary?

You will probably discover that you really know very little about this interesting book.

Turn to the contents page of your dictionary and find out how much information it gives.

Keys to Pronunciation

You can learn from your dictionary exactly how to pronounce a word. You will have to learn:

1. How accents are marked in your dictionary.
2. What the "key line" is and how you can use it.
3. What "diacritical marks" are and how they show pronunciation.

If your dictionary has a "Guide to Pronunciation" in the front, study it carefully.

Accents

Some words have two accents, a strong (*primary*) accent and a weak (*secondary*) accent.

Practice 11 — Marking Accents

Look up the following words to see how the two accents are marked. Pronounce the words clearly, showing the difference in accent.

| | | |
|--------------|----------------|---------------|
| architecture | communication | graduation |
| automobile | congratulation | pronunciation |

Locate the accent in these words:

| | | |
|---------|-----------|-------------|
| address | horizon | mischiefous |
| equator | impudence | recess |

Pronunciation Symbols

The marks used to show how letters should be sounded are called *diacritical marks*. The ones below are probably in your dictionary. Look up in your own dictionary the "Guide to Pronunciation" and know what marks are used there.

Diacritical Marks

| | |
|------------------|-----------------|
| ā — āte, lābor | í — ít, híll |
| ă — ădd, căt | ō — ōpen, cōld |
| ä — fär, cälm | ő — nőt, bób |
| à — páth, ásk | öö — foođ, rööm |
| â — râre, câre | őő — góod, woõl |
| ē — équal, éve | ū — úse, tûbe |
| ě — děsk, lět | ű — cûp, trûst |
| ë — nevër, othër | û — tûrn, cûrl |
| í — nîce, lîght | th — then, that |

Usually words are rewritten in parentheses to show just how they should be pronounced. Does your dictionary do that?

| | |
|-------------------|--------------------------|
| lounge (lounj) | union (ün'yün) |
| soldier (sôl'jér) | education (ěd'ü kâ'shün) |

Practice 12 — Using Pronunciation Symbols

What are the words for which these are the sound symbols?

| | |
|----------------|---------|
| thër mõm'ë tër | rë'jün |
| ă prë'shi ăt | krë'tûr |
| thém sëlvez' | ă përd' |

In looking up a word you may have to check back several words to get the complete pronunciation.

Words that come from the same word are often given as follows:

leg'is-late (lēj'īs lāt) . . .

. . .

. . .

leg'is-la'tion (-lā'shūn)

Here the hyphen at the beginning of the second word shows that the first part of it is pronounced just like the word above.

The Key Line

At the bottom of every two pages in your dictionary is a line of key words to help you with pronunciation. They are always simple, familiar words that you are sure to know how to pronounce. When you find other words spelled and marked the same, you can use these simple words as a key. Study the *key line* in your own dictionary.

Syllable Division

Knowing how a word should be divided is important when you need to break a word at the end of the line. The dictionary shows the syllable division. Syllables are separated by a short mark or by a dot. A hyphen is a longer, heavier mark. Notice the difference in the words below.

jack'-o'-lan'tern
jus'ti-fi-ca'tion

Practice 13 — Using the Dictionary for Syllable Division

Look up the syllable divisions for the words on the next page. Pronounce them clearly to show each syllable.

| | | | |
|------------|-------------|-------------|--------------|
| absolutely | convenient | important | positive |
| appreciate | development | interesting | recognize |
| candidate | government | paragraph | satisfactory |

Alphabetical Arrangement

Words are arranged in alphabetical order in the dictionary in order that you can turn quickly to any word that you want to find. It is worth while to know the alphabet thoroughly. You can use a telephone directory, an index, or a letter file, as well as the dictionary, more easily if you know the alphabet. This does not mean just knowing it from *a* to *z*, but knowing also whether *s* is before or after *t*, whether *w* is before or after *v*, etc.

Practice 14 — Arranging Pairs of Words Alphabetically

Consider not only the first letter, but also the following letters of each word, in putting them in alphabetical order. Which word within each pair of words comes first? For example, does *why* or does *where* come first in alphabetical order?

| | |
|------------------------|---------------------|
| 1. allow — almost | 6. would — wood |
| 2. accent — accidental | 7. drain — dreary |
| 3. obey — oral | 8. fence — fancy |
| 4. why — where | 9. more — monkey |
| 5. absent — arrange | 10. written — wreck |

Practice 15 — Arranging Groups of Words Alphabetically

Arrange in alphabetical order the words in each of the five groups on the next page.

EXAMPLE: never, new, nearly, nice, numb
nearly, never, new, nice, numb

1. dead, dazzle, dirty, do, daughter
2. lot, letter, little, ladder, laugh
3. bribe, bring, bright, bought, bond
4. address, answer, attitude, account, accent
5. mountain, many, mild, mouth, main

Guide Words

So that you can locate words quickly, two words are printed at the top of each dictionary page. They are called *guide words*. They are always the first and the last words explained on the page, or on the two pages that face each other. Find the guide words in your dictionary.

Practice 16 — Using Guide Words

Here are five pairs of *guide words* from a dictionary.

1. fiction . . . fig
2. flock . . . flow
3. ingratitude . . . injury
4. manor . . . marble
5. may . . . meaning

Between which of these five pairs of guide words will you find each of these words?

| | | | |
|---------|---------|----------|--------|
| field | floor | initiate | maybe |
| fierce | flour | injure | meadow |
| fifteen | inhabit | mansion | meal |
| flood | inherit | mantel | mean |

Practice locating words in your dictionary by the use of the helpful guide words.

A Test of Book Tools

Copy these fourteen sentences, filling in each blank with a word or words from the list at the end.

1. When words are in a, b, c, d, e, f, etc., order, they are in _____.
2. The person who writes a book is its _____.
3. The name of a book, story, or magazine is the _____.
4. A list of books named by title and author is a _____.
5. The company that sells the book is the _____.
6. A list of the chapter titles in the book, arranged in order, is the _____.
7. The pictures in a book are the _____.
8. A list of all the topics in the book, arranged in alphabetical order, is the _____.
9. A case in which cards for every book are kept in alphabetical order is a _____.
10. The titles of parts of chapters are called _____. Sometimes they are in the center and sometimes at the side of the page.
11. The mark that shows which part of the word should be pronounced with emphasis is the _____.
12. When you divide a word at the end of a line of writing, you need to know its _____.
13. The list of words at the bottom of the dictionary page to help with pronunciation is the _____.
14. Two words at the top of each dictionary page, which help you to find words, are _____.

accent
alphabetical arrangement
author
bibliography
card catalog
guide words
illustrations

index
key line
publisher
section headings
syllabication
table of contents
title

SECTION III

LETTER-WRITING

HOW IMPORTANT ARE LETTERS?

Letters help to make history. We usually think of letters only as pleasant messages between friends. Years after they have been written, some of these messages tell readers about the lives and ways of people of the time. Then they are making history, for history is a record of the lives of people. Sometimes letters are the only historical record of an event.

From letters like this one by John Winthrop, the first governor of the Massachusetts Bay Colony in New England, we have learned of the hardships of the Pilgrims. This part of Governor Winthrop's letter to his son in 1646 tells of one of the storms that they often had:

Mr. Haynes is come safe to us, but in great danger to have perished in the tempest, but that beyond expectation, wandering in the night, God brought him to an empty wigwam, where they found two fires burning and wood ready for use. There they kept two nights and



a day, the storm continuing so long with them, with much snow as well as rain.

Later in the letter he wrote:

At Salem the Lady Moody's house being a flat roof and but nine feet high, the roof was taken off, and so much of the chimney as was above it, and carried in two parts six or eight rods off. Ten persons lay under it, and knew not of it till they arose in the morning.

We are very glad that such letters have been saved for us to read, because they give us real pictures of the lives of people.

Today letters are kept even more carefully than in early days. Letters between countries are kept as historical records.

YOUR LETTER FILE

Your letters this year will be a record of some of the things your class has done. Business men keep a copy of every letter they send. Whenever you write a class letter, have someone in the class make one copy for your letter file. A *letter file* is a folder in which letters are kept. They are arranged alphabetically by the last name of the person to whom the letter is sent or by the first word in the name of a company. Letters that come to your class can be kept in your file, too.

Choose someone in your class as your secretary to keep your letter file in order and to see that a copy of every letter is made for your file.

Later in the year take out your letters and arrange them by dates to see if you have improved in your letter-writing.

Practice 1 — Arranging Letters for a File

If you have letters from the following persons, under what letter of the alphabet will you place them in the file?

Sarah Anderson

Helen Young

Lillian Ormond

Stanley Peterson

Marks Book Store

Modern Publishing Company

A LETTER EXCHANGE

Letters from different parts of our country will tell you about the different ways in which people live and work and think. What your geography book tells would seem very real to you if you were to get a letter from a fifth-grade class in the part of the country you were studying. Probably letters from you would be interesting to the children in other places, too.

You can arrange a letter exchange with classes in the schools of other places if you wish. You should not expect that all of your letters will be answered. Some schools may not wish to exchange letters. It will be fun to see how many answers you do receive. Of course, the more interesting and attractive your letter is, the more likely you are to have it answered.

Your letter can be addressed in care of a teacher if your teacher knows the name of a teacher in the town to which you are writing. The person in charge of all the public schools in a town or city is usually called the *superintendent*. Your letter can be sent in his care. He will probably be kind enough to send it to some class to answer. Your letter can be sent to a school if you know the name of a school in the city to which you are writing.

If your letter is addressed like one of those that follow, it will probably reach some class and be enjoyed. It may be answered, too. The sign *c/o*, written in that way, means *in care of*.

*Room 205
Public School Number 50
250 East 88 Street
New York City*

*Fifth Grade, Hawthorne School
c/o Miss Ceda Lawrence
Houston
Texas*

A CLASS LETTER ADDRESSED IN CARE OF A TEACHER

*Garfield School
Lima, Ohio*

*Fifth Grade, Roosevelt School
Pittsburgh
Pennsylvania*

A LETTER ADDRESSED TO A CLASS IN A SCHOOL

Forwarding

A letter addressed in care of the superintendent of schools will probably be forwarded to some school. The

address is changed, the letter is dropped into a mailbox again, and delivered to the school.

Room 5, Bancroft School
Minneapolis, Minnesota

Fifth Grade
Riddick School ~~To Supt. of Public Schools~~
St. Louis
Missouri

A LETTER FORWARDED FROM THE
SUPERINTENDENT'S OFFICE

Practice 2 — Discussing a Letter Exchange

Talk over this idea of a letter exchange. Would you like to plan one? To what places do you wish to write? Pick them out on your map of the United States.

What can you tell about your part of the country that will be new and interesting to other children? To whom will you address your letters?

Practice 3 — Writing Addresses

Put on the blackboard the addresses of several classes to whom you are going to write. Decide in whose care you will send the letters.

Notice how the address is placed. The name of the state should always be written alone below the name of the city.

Be sure to put your return address in the upper left corner.

Committee Work

Your class may be divided into committees to write these letters. One committee may write to Seattle, Washington; another to Springfield, Illinois, or to Salt Lake City, Utah, perhaps. One member of the committee will be the writer. The others will dictate the letter. You can take turns in suggesting sentences, so that everyone does part of the work.

After your committees have written their letters, they will read them to the class for suggestions and approval. The standards below will help you to judge the letters.

Standards for Letters

1. Will the letter be interesting to children in another part of the country?
2. Is the letter courteous? Have you asked for a reply in a polite way?
3. Have you written a complete, correct heading, so that the answer can be addressed properly?
4. Is the letter neatly arranged and written? Is the signature legible?
5. Is every word spelled correctly?

Practice 4 — Criticizing a Letter

Use the standards in judging the letter that follows. Is it neatly arranged? Do you think this letter would be answered? Is it courteous and pleasant? Would you suggest any change in it?

Fruitvale School
Oakland, California.
April 19, 1935

Dear Girls and Boys,

Our class has been studying about farming in different parts of the country. We are writing to fifth grade classes in the cotton-raising districts, in a dairy-farming country, and in other farming regions. We would like very much to have you write to us about the wheat farms in South Dakota.

Oakland is near San Francisco. We go across the bay on the ferryboat. You have probably read about the wonderful harbor that boats enter from the Pacific Ocean through Golden Gate.

The farms near here are poultry farms. Farther south are fruit farms that raise apricots and almonds.

We are sending you some pictures of our city and the country near here.

We shall be glad to have you tell us about your city.

Sincerely yours,
Sylvia Robb
Secretary for fifth grade

Practice 5 — Writing Letters to Exchange

Your committees should be able to write their letters for the class now. Be sure to ask in your letter what you would like to know about. Don't forget to put in something interesting about your own city. Ask very courteously for an answer.

When your letters have been approved by the class, copy them neatly, address and mail them. If they are answered promptly, when can you expect replies? Will some letters take longer to come than others? Why?

Letter Courtesy

There are certain letter courtesies that everyone should know and follow. The letters that your class writes to another class may be read aloud and enjoyed by all the children. Letters that one person writes to another person are not like that. They are meant for the eyes of the person to whom they are written.

Practice 6 — Discussing Courtesy

Talk over the situations below. What is the courteous thing to do? What should not be done? Why?

1. If a letter is delivered to your home by mistake and opened before you notice that it is for someone else, what should you do?
2. If a letter that has been received and opened by the person to whom it was written is lost on the street, what should the finder do with it?
3. If you find a letter unstamped but all addressed for mailing, what should you do with it?
4. If a letter for someone else is put into your mailbox by mistake, what should you do with it?

5. If a letter to someone else in your family comes while you are alone at home, should you open it?
6. If letters to others in your family are left about the house, should you read them?
7. After you have opened and read a letter from a friend, what should you do with it?
8. Is promptness a part of courtesy in letter-writing? About how soon after receiving a gift would you be expected to write a thank-you note? If you have been visiting, when should you write a letter of appreciation to your hostess? Do you like to have your letters answered promptly? Do you answer letters as promptly as you should?

Practice 7 — Making Courtesy Rules

Make a list of rules about good manners and letters. The questions you have just discussed may give you ideas for rules. Make your sentences short and clear.

GOOD FORM FOR LETTERS

The form that follows shows you where each part of the letter is placed and what belongs in each part:

*1692 Park Avenue
Baltimore, Maryland
September 6, 1935*

Dear Roddie,

*By the time

*

*Sincerely yours,
Harold*

*Practice 8 — Reviewing the Arrangement
of a Letter*

You would be surprised if someone said "Good-by" to you before saying "Hello." It would be queer to meet someone who began talking to you without any greeting. It would seem almost as odd to get a letter that did not have the parts placed in the usual way.

Arrange these seven parts in the order in which you would write them in a letter:

| | |
|-------------------------|-----------------|
| date | signature |
| city and state | greeting |
| complimentary close | body or message |
| street and house number | |

*Practice 9 — Reviewing the Arrangement
of the Heading*

Write these headings in the best arrangement:

1. January 9, 1935 Birmingham, Alabama 308 Powell Avenue
2. St. Paul, Minnesota June 8, 1935 502 Grand Avenue
3. 706 Thirty-fifth Street February 2, 1935 Washington, D.C.
4. Your own address and the date
5. Your school address and the date

INVITATIONS

Invitations should always tell the time of day, the date, and the place of the party or program. The guests will have to know when and where to come.

You will want to write invitations often this year. The first example is from a class to parents and friends; the second is from one class to another class.

1

The Fifth Grade of Marquette School invites you to its school exhibit during Education Week, November 12-16. The regular work of the school will be going on with a special program at 3:00 p. m. each day in the auditorium.

2

December 16, 1935

Dear Second Grade,

Will you come to our Christmas party on Thursday afternoon at 2:00 o'clock in the gymnasium? We hope you can come.

The Fifth Grade

A Letter File of Invitations

Practice 10 — Writing Invitations

1. Write an invitation form that your class might use when inviting another class to your room for a program. This form can be used several times during the year, just as you use the examples in this book. It can be kept in your class letter file.
2. Write an invitation form that your class might use when asking parents to visit school for a program. Keep this invitation in your class letter file as an example.
3. Write an invitation form that you might use at home when inviting friends to a party. Your invitations will not all be the same. Read them to the class for criticisms. When you write a real invitation at home sometime, this example will help you. Keep it in your own letter file.

Invitations to Be Written This Year

The work of many of the units in Part I calls for invitations to be written. You may want to write other invitations although they have not been suggested. You can see how important it is to be able to write a good invitation.

1. For your holiday programs you may want to invite your parents or another class as guests.
2. You will surely wish to invite someone to see your puppet show.
3. When you finish studying about electrical messages you can send an invitation in code if you send the key to the code with it.
4. Perhaps you would like to invite your first-grade teacher, who taught you to read, to come to your bookstore in Unit VI and to see how much you have learned in four years.
5. Your principal, too, would like to receive a carefully written invitation to enjoy some of your work.

LETTERS ASKING FAVORS

You will need to write letters to speakers or to arrange for trips. Sample letters 1 and 2 on the pages that follow will suggest how such class letters may be written. Why was it a good idea to put the teacher's name in the first sample letter arranging a trip?

Practice 11 — Writing a Letter to Ask a Favor

1. During the summer many people visit our national parks. If you have not been there, the next best fun is to hear about such a trip from someone who has gone. Find out if a father or mother or a school friend has

been in Yellowstone Park, Glacier Park, or in some other beautiful place this past summer. Write a letter asking this traveler to tell you about the trip. Perhaps the speaker will bring pictures to show you.

1

Webster Street School
Manchester, New Hampshire
January 7, 1936

Dear Mr. Sanders,

Our geography class would like to visit your mill to see how cotton cloth is woven, if you are willing to let us come. We understand the danger of getting too close to the machines and will promise to obey the guide and be very careful. Our teacher will come with us.

If you will allow us to come, we should like to have you telephone to our school and suggest a convenient time for the visit.

Very sincerely yours,
The Fifth Grade
Miss Lucy Hodgins, Teacher

2. If you are interested in gardens, you would like to see some attractive ones. Some of your parents or neighbors who live near your school will be glad to let you see their gardens and to tell you about them. Write letters asking these friends if you may come for an hour.

3. There are many interesting clubs for boys and

girls in different parts of the country. There are 4-H clubs, Boy Scouts, Girl Reserves, Girl Scouts, hiking clubs, and bird clubs. Find out what clubs there are in your community. You will soon be old enough to

Froebel School
Gary, Indiana
May 16, 1935

Dear Miss Rathburn,

Our class has been studying about early schools in this part of the country. We should like to have you tell us about the building in which you taught your first school. We read in the paper that you began teaching thirty years ago. Will you tell us how our schools are different from the schools at that time?

Lester Barr, who is bringing this letter to you, will plan with you the time for your talk. We surely hope that you will come.

Sincerely yours,
Lowell Roche
Secretary, Fifth Grade

join some of these. Learn who their leaders or directors are. Invite some of these men and women to come to your room to explain the work of their clubs and the rules for joining them.

In all these letters be careful to find out exactly how to spell the name of the person to whom you are writing. It is only courteous to be careful about

pronouncing and spelling names correctly. The city and telephone directories will help you with this.

Other Letters of This Kind

During this year you will have many different kinds of letters to write. You may want to write letters for these units:

Carrying Messages. If you know of someone who worked in the post office twenty years ago, you may want to ask him to talk to your class about the differences in the mail service now.

Transportation. Someone from a travel bureau or from a railway company will talk to you about some interesting trips if you invite him.

Bookstore. You will want to visit a bookstore. You may make arrangements for your visit by letter.

Cities. There will be several interesting places to visit in studying about your city. You may write a letter to the water department or to your health department to arrange for a visit.

LETTERS OF APPRECIATION

We always remember to say "thank you" to our friends, but we sometimes forget to *write* our thanks to those who do things for us.

Whenever you have a speaker or someone who does a favor for you this year, you should write a "thank-you" letter. The letters asked for in Practice 12 will help you when you want to write real letters of appreciation.

Practice 12—Writing a Letter of Appreciation

1. Imagine that the father of one of your classmates has sent some pumpkins to your room to be used in

*Saratoga School
Omaha, Nebraska
March 18, 1935*

Dear Mr. Fairmont,

Our class enjoyed your talk about Norway. We appreciate your taking time to come and tell us all about the mountains, the fjords, the midnight sun, and the fishing. We are going to save our money so we can have a trip like that some time. Thank you very much for talking to us.

*Sincerely yours,
Edwin Larson
Secretary, Grade Five*

A THANK-YOU LETTER FROM A CLASS SECRETARY
TO A SPEAKER

making jack-o'-lanterns for your Halloween party. Write a letter of thanks for the class.

2. Pretend that you have been to the railroad station with your class to see freight cars, mail cars, passenger cars, Pullman cars, and refrigerator cars. Write a letter to the station agent to thank him for showing you all about the station and through the different cars.

3. Imagine that someone who has just been traveling in Mexico has given a talk to your class. Write the letter to thank him.

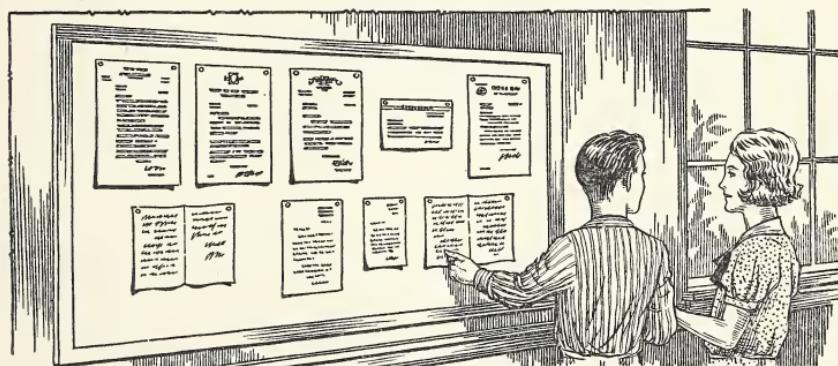
You will need to write many letters of this kind during the year.

BUSINESS LETTERS

Sometimes you need to write letters about business. You write a business letter when you order a book or magazine, when you answer a radio advertisement, when you send for free booklets or advertising folders about trips or manufacturing, or when you send a money order in payment of a bill.

Finding Out for Yourselves

Business firms that send many letters can teach you many things about good business-letter writing. Each of you should try to find at home a business letter that you can bring to school to study. Your father can give you several if he works in an office.

***Practice 13 — Discussing Business Letters***

Study the letters that you brought for answers to these questions:

1. What size of paper is usually used for business letters?
2. About how wide are the margins? Are they alike on all letters?

3. What is given in the heading? How is the heading arranged? If you find only the date in the upper right corner, where is the address of the company? Why do firms often have their *letterheads* printed?
4. What extra part do you find that is not in letters to friends?
5. What kind of greetings and closings are used?
6. How many different things are talked about in each letter?
7. Business letters should always be polite. Read certain sentences that might be called "courtesy sentences."
8. Are there any sentences that are not necessary? Business letters are usually as short as possible.
9. Are the letters written in paragraphs? How many main thoughts has each paragraph? How is the beginning of a new paragraph shown?
10. Where are commas used in the letters?
11. How many of the letters are typewritten?
12. Is the signature written by hand? Is it clear? Is the name of the writer printed or typed in any other place on the page?

You will find that all letters are not alike on these points. They may be different and still be in good form. Some business firms use few commas and others use many. Some firms mark off a paragraph by indenting, as you do when you write. Others begin the paragraph at the margin line, but separate the paragraphs by leaving a double space between them. Do you find examples of these? On one thing they are probably alike. Look at the signatures. Every letter, whether typed or pen-written, should be signed in handwriting, because that makes the receiver certain that it comes from the person whose name is at the bottom.

A Letter to Study

Below is an example of a business letter. It may be different in some ways from the letters that you have been studying, but it is a good letter and one that you can use as a model.

Room 203
Larchmont School
Norfolk, Virginia
February 26, 1935

General Electric Company
Schenectady, New York

Gentlemen:

Our class has been studying about the famous electrical expert, Steinmetz. We have learned that your company has a booklet about his life and work. We shall be glad to have you send us any free pamphlets or articles about him.

Very truly yours,
John Trumann

Practice 14 — Testing Your Knowledge of Business Letters

After studying the letter to the General Electric Company and other letters, take the following test on writing business letters. Choose the best ending for each sentence. Write the ten sentences correctly.

1. A business letter should have a margin
all around the page.
on the left side only.
at the top and left of the page only.

2. Abbreviations should be used
as often as possible.
in no place in the letter.
for only a few words that are seldom written out.
3. A business letter should be
courteous but brief.
short and rude.
long and full of friendly news.
4. The words used in a business letter should be
very unusual.
hard to understand.
clear and simple.
5. The lines in the heading should
be crowded in the upper right corner.
all begin about the center of the page.
begin at the left margin.
6. The address of the receiver and the salutation should
be written in the upper right corner.
all begin about the center of the page.
begin at the left margin.
7. In the heading the writer should capitalize
all the words.
some of the words.
none of the words.
8. A business letter usually tells about
many different things.
one main thing.
9. A good ending for a business letter would be
“Lovingly yours,”
“Yours truly,”
“Affectionately yours,”
10. Paper for a business letter should be
smaller than for a social letter.
larger than for a social letter.
the same size as for a social letter.

Practice 15 — Writing Business Letters

Your state and national governments print many bulletins that are free to people who want to read them. If you are interested in these topics, write for some of these bulletins.

1. The United States Department of the Interior at Washington, D.C., will send you without charge a 66-page booklet named *Glimpses of Our National Parks*. It gives descriptions and illustrations of the twenty-two national parks.

Sometimes a small charge is made for a bulletin. For those you will have to write to the Superintendent of Documents, Government Printing Office, Washington, D.C.

2. If you are interested in studying birds, you may want to send for the bulletin called *Food of Some Well-known Birds of Forest, Farm, and Garden*. (Farmers' Bulletin, Number 506, 5 cents.)

3. If you have a garden or live on a farm, you may want the bulletin called *Weeds: How to Control Them*. (Farmers' Bulletin, Number 660, 5 cents.)

4. In a health unit you may be studying the harm done by flies and ways of keeping them out of your homes. You can send for a bulletin called *The House Fly and How to Suppress It*. (Farmers' Bulletin, Number 1408, 5 cents.)

Practice 16 — Writing for a Catalog

It often saves time to write for a catalog. The letter on the next page will show you how to do that.

Write to some publishing company for a catalog of their books on something in which you are interested. You can find the names and addresses of publishing companies on the title pages of your books.

If several addresses are given, write to the nearest one. Can you tell why? Why do some companies have several addresses?

Arlington School
Lexington, Kentucky
September 10, 1935

Superintendent of Documents
Government Printing Office
Washington, D.C.

Dear Sir:

Will you please send me a catalog of your bulletins on health?

Very truly yours,
Mary Lisson
For the Fifth Grade

Practice 16 — Writing an Order Form for Your Letter File

It will be very useful for you to have in your letter file a form for an order. Some pupil may want to order something for himself, or the class may want to order a book or other article during the year.

Tell clearly what it is that you want to order. Put in a sentence like this one about the money that is being sent:

“I am enclosing fifty cents in payment.”

SECTION IV

GOOD USAGE

Language grows and changes all the time. The English language is hundreds of years old and is used now in many parts of the world. You would not expect a language that has been spoken so long and in such widely separated countries to stay just the same, would you?

You have read in the Bible such expressions as "he saith unto them," "for unto everyone that hath shall be given," and "verily, I say unto you." You have read stories of colonial days and have noticed that the Quakers said "thee" and "thou." An old book tells of the houses being "neat to admiration" and of the "spoon-meat" (hash) that was served. These are not like our expressions today.

In your daily use of English you want to use the expressions that the people in our part of the world consider good English. You would not want to attract attention by using words that would embarrass you and your friends. If you have the habit of using any expressions that are not good, you will want to learn better ones.

Practice 1 — Discussing Usage

Talk over with your class some expressions you should avoid. What do you think of "they ain't," "we didn't have nothing," "they seen us," or "I ain't

done it"? Are those expressions used by the educated people about you? Put on the board a list of poor expressions. Beside this list, write the words that would be good usage for each of these poor expressions.

WORKING FOR BETTER USAGE

Wouldn't you like to try this year to use the best language possible? No one can really teach you good usage. You must form your own word habits. Your teacher and your friends can help, but the real responsibility is yours.

Mistakes in words are just like the measles or any other contagious disease. People may work hard to get rid of all the illness in a community and almost succeed. Then if they stop working, the illness breaks out again. Incorrect expressions are like that. You have to watch your speech habits all the time or you find some careless mistake among them.

Here is a test of the good speech habits that you tried to master in the third and fourth grades. Can you make a perfect score on it?

A Review Test

Number a paper to 25. If all the words in the sentence are correct, put C after the number. If one word is incorrect, write the correct form after the number.

EXAMPLES:

| | |
|--|----------|
| 1. Wilson has written a book. | 1. C |
| 2. He ain't my cousin. | 2. isn't |
| 1. Father has went to the garage for the car. | |
| 2. The Wright brothers done much for aviation. | |

3. They seen the Edison workshop at Dearborn near Detroit.
4. This is the heaviest snow what we have had.
5. The spare tires came with the car.
6. My father and I saw the animals in the Field Museum.
7. Why ain't the chairman here to welcome us?
8. The car throwed mud all over the people at the curb.
9. My! Hasn't he growed fast!
10. The cows have ate leaves from the trees during the drought.
11. I wouldn't believe that a six-year-old child had wrote the letter.
12. They have taken corn stalks to burn for fuel.
13. The ice has broke the thin glass.
14. The children begun practicing weeks ago.
15. We just run over from Atlanta for a few hours with you.
16. Aren't we lucky to have so many lovely books?
17. Those flowers in the shade ain't blooming well.
18. You are welcome in our school at any time.
19. Where was you when the siren sounded?
20. The officer asked us if we had seen the car with that number.
21. Franklin knowed about many different things.
22. There is more boys on the team than girls.
23. I don't like to read out of them old books.
24. Don't you wish that sailboat was yourn?
25. Why does he care if the sled isn't hisn?

RECORDING YOUR OWN DIFFICULTIES AND YOUR IMPROVEMENT

From the review test and from the suggestions of your teacher, put down five expressions that you will

try to say correctly. You may keep a page in your notebook for this list, or perhaps your class will have a catalog of small cards that can be kept as a Progress File. Different pupils will have different words on their lists, although a few expressions may be found on many cards. Molly Silver's card shows what expressions she is trying to learn.

Molly Silver

he isn't
I broke it
they have done
he had taken
we asked them

After you have studied the practice lessons for your list, you will take a test on the words. If you pass it correctly, your teacher will check off those expressions unless she has heard you using them incorrectly.

As soon as you master one expression, write another on your goal card. How many can you master this year?

COURTESY IN CRITICISM

Working together is more fun than working alone. You can help one another to correct poor word habits if you are very careful to be courteous in offering suggestions.

Practice 2 — Discussing Courtesy

Talk over these questions in your class:

Do you like to be interrupted during a report by someone who corrects your use of some word?

Do you think you should ever criticize an old person's speech? Why not?

How can you offer suggestions to one another without making your corrections too noticeable? One class worked out a plan for putting the incorrect expression on a little slip of paper that was handed to the speaker after his talk.

REVIEW PRACTICES ON GOOD USAGE

Several of you can work together on a practice lesson if you have the same mistake. You can test one another with the practice lists, too. Do not write in this book.

***Practice 3 — Reviewing the Use of
Gone, Done, and Seen***

Read these questions and complete the answers. Write the answers, filling the blank space with the correct word. Remember that a helping word, *have*, *has*, *had*, *was*, *is*, *are* or *were*, is needed with each of these three words you are reviewing.

1. What *have* you *seen* in the woods? I have -----
2. How often *have* you *gone* to the library this month? I have -----
3. What *have* you *done* to get rid of your sunburn? I haven't -----
4. *Have* you *gone* hiking this fall? Yes, I have -----
5. *Had* the deer *seen* our lights? Yes, they must have -----
6. *Have* you *done* fractions yet in arithmetic? We have -----

7. The pine and cedar trees *will be gone* before long, won't they? Many of them are -----
8. *Will* the knitting *be done* by the women? Yes, it is always -----
9. *Were* the paintings *seen* by many? They were -----
10. Will you see if the neighbors *have gone*? Yes, they must have -----

Practice 4 — Reviewing the Use of Eaten, Written, Taken, Broken, and Frozen

Read these questions and answers aloud. Fill each blank with the correct expression. Remember that a helping word is needed with these five words you are reviewing.

1. *Have* you ever *taken* a long trip by bus? No, I have never ----- a trip longer than six hours.
2. We ate scallops for lunch. *Have* you ever *eaten* them? Yes, I have ----- them often.
3. How many Christmas cards *have you written*? I have ----- all of mine.
4. *Was* the plate *broken* when you saw it? No. It must have been ----- afterwards.
5. Isn't that the best pie you *have ever eaten*? Yes, I have ----- too much of it.
6. *Was* the letter *written* lately? Yes, it was ----- a week ago.
7. All of the band instruments *were taken*, weren't they? No, the drums were not -----.
8. Could the dog *have broken* the window? He has never ----- anything before.
9. The paper hasn't announced that the lake *is frozen*, has it? No, it is not ----- yet.
10. *Has* the ice cream *frozen* yet? Yes, it has ----- hard.

Practice 5 — Avoiding the Use of Ain't

Ain't is often incorrectly used for *isn't*, *aren't*, or *haven't*. *I ain't* is sometimes used for *I'm not*.

Each of these sentences needs one of the correct forms just given. Read the sentences aloud with the correct forms in the blank spaces.

1. A soldier _____ allowed to be late to meals.
2. They _____ members of the club.
3. I _____ too tired to go to a movie.
4. Newspapers _____ always correct in their reports.
5. _____ they got their tickets by this time?
6. We _____ as thrifty in farming as the Germans are.
7. A football player _____ afraid of bruises.
8. I _____ going to be tardy if I can help it.
9. The captains _____ received their orders yet.
10. Music _____ hard for me.

Practice 6 — Reviewing the Use of Are and Were with You

The words *are* and *were*, not *is* and *was*, are correct to use with *you*.

Try a little guessing contest for practice on *you are*. Choose one of your classmates and say, "You are four feet six inches tall." If you guess the height correctly, you may have another turn. If not, you lose your turn to the one whom you choose, and he tries to guess someone else's height.

Another contest for practice on *you were* is guessing a book character. Call on one person in the class. He will write down, where you cannot see it, the name of some familiar character from a book such as *Penrod*, *Tom Sawyer*, *Robin Hood*, or *Heidi*. Then you will

say, "You were thinking of _____." You may have three guesses before losing your turn.

*Practice 7 — Reviewing the Use of You
Are and You Were*

Copy these sentences, filling each blank with the correct word. *Are* and *were* are the words to use with *you*.

1. You _____ playing quietly last night.
2. _____ you having a party?
3. _____ you using these books right now?
4. You _____ elected while you _____ absent.
5. Where _____ you going when we telephoned to you?
6. How old _____ you on your last birthday?
7. When _____ you weighed last?
8. You _____n't as excited as I was.
9. Why _____n't all books made with lots of pictures?
10. You _____ willing to send the gift, weren't you?

*Practice 8 — Reviewing the Use of Knew,
Grew, and Threw*

In these sentences use the word that fits the meaning. When you have written the sentences, read them aloud until the correct expression sounds familiar to you.

1. Our plants _____ faster than the others.
2. The pitcher _____ a curve to the batter.
3. We _____ about the storm because of the radio news.
4. The beacon _____ a strong light into the sky.
5. As he _____ older, he liked to play baseball.
6. We _____ everyone who lived in our block.
7. All of the club boys _____ up together.
8. His mother _____ what he wanted for Christmas.

9. The hollyhocks ----- well along the fence.
10. The janitor ----- just when to ring the bell.

NEW WORD HABITS TO LEARN

A Pretest

This is a test of the new words to be mastered during this year. If you can make a perfect score on the test, and if you use these words correctly when you speak, you will not need to study the practices.

Read these sentences carefully. Each one has an incorrect expression in it. Number your paper from 1 to 15. After each number write the sentence correctly.

1. The boys haven't had none yet.
2. He said he didn't want no reward.
3. There isn't nothing left.
4. The man give his name and address.
5. A salesman says to Mother, "Did you order this?"
6. The firemen painted the toys theirselves.
7. He wrote the letter hisself.
8. The cold weather brung snow.
9. The dog drunk all the cat's milk.
10. The team busted two windows in a week.
11. Was we supposed to meet you?
12. They was intending to go swimming.
13. Mother, may I have a apple?
14. He don't always play fair.
15. The books is new and interesting.

When you know which exercises your class needs to practice first, you can work on them. What words will you put in your notebook or on your card for your own study?

Double Negatives

Practice 9 — Avoiding Two Negatives: An Oral Drill

Not, none, no, never, and nothing are called *negatives*.

If you use one negative in a sentence, you do not need another. Say these six sentences aloud until they sound natural:

1. He *hasn't any* friends.
2. She *doesn't* know *anyone* here.
3. They *didn't* want *any* more.
4. There *isn't any* use in complaining.
5. There *weren't any* crayons left.
6. You *can't* do *anything* about it.

The next six sentences have the same meaning as the six just given. Notice that there is just one negative in each one. Say these aloud.

1. He has *no* friends.
2. She knows *no* one here.
3. They wanted *no* more.
4. There is *no* use in complaining.
5. There were *no* crayons left.
6. You can do *nothing* about it.

Tell which word is the negative in each sentence.

Practice 10 — Avoiding Two Negatives

Answer the questions by filling in the blanks. Make the answer say "No," but be sure that there is only one negative.

1. Did anyone telephone? There *wasn't* _____ call while I was home.

2. Will you send us some books? We haven't ----- just now.
3. How much paint is there? There isn't ----- left.
4. Can't we help you? You can't do ----- to help.
5. Isn't there someone to carry the basket? There ----- no one here.
6. Will you read a poem today? There ----- no poems in this book.
7. Why didn't you bring lettuce? The grocer didn't have -----.
8. Where are your mittens? I have ----- mittens. I lost them.
9. Have you seen the boys? I haven't seen ----- yet.
10. Did you give the tramp food? He said he didn't want ----- food. He wanted money.

The Use of *Gave* and *Came*

Practice 11 — Using Gave and Came

He *gave* a large amount of money to the church.
He *came* early in order to get a seat.

In these sentences we are telling of *something that has already happened*. That means we are telling about *past time*. Sometimes *give* and *come* are used incorrectly in sentences like those. If you pronounce the words clearly, you will probably always write them correctly.

Copy these sentences, filling in the blanks with *gave* or *came*. Then read the sentences aloud, pronouncing the words distinctly.

1. The officer g--- the driver clear directions.
2. We c--- through deep snow.
3. They g--- three long blasts of the whistle.
4. The old lamp g--- a clearer light than the new.

5. The letter c___ in the morning mail.
6. His friends g___ him good advice.
7. The storm c___ during the night.
8. I thought they all c___ together.
9. What g___ you that idea?
10. The beacon g___ a queer light.

The Use of *Said*

Practice 12 — Using Said Correctly: An Oral Drill

Sometimes *says* is used incorrectly in place of *said*. When you stop talking, you have *said* something. Read these sentences aloud.

1. The newsboy said, "Extra! Extra!"
2. The clerk said that the package had been sent.
3. We could not hear what he said.
4. The children said the pledge.
5. We said the poem together.
6. He said we would meet on Tuesday.
7. Who said it was too late?
8. She said, "That isn't my coat."

The Use of *Themselves* and *Himself*

Practice 13 — Saying Themselves and Himself Correctly

Themselves and *himself* are words that are sometimes written incorrectly, but more often spoken incorrectly. Pronounce them clearly. Be sure you sound the *m* in *themselves* and in *himself*.

Read these sentences aloud with the right word in the blank space.

1. Did the first-grade children build their house t_____?
2. He didn't do his work h_____.

3. They wrote the invitation t-----.
4. He wanted the book for h-----.
5. Give them a chance to do it t-----.
6. He told me so h-----.
7. They took care of their garden t-----.
8. He wrote the check h-----.

The Use of *Doesn't*

Practice 14 — Using Doesn't Correctly

Doesn't is the negative, or *no* form, of *does*.

Don't is the negative of *do*.

You would say *he does*, *she does*, or *it does*; so you should say *he doesn't*, *she doesn't*, or *it doesn't*.

You would say *I do*, *they do*, *you do*, or *we do*; so you should say *I don't*, *they don't*, *you don't*, or *we don't*.

Use *doesn't* when you are speaking of one person or thing. Use *don't* when you speak of more than one, except when you say *I don't* and *you don't*.

The pen *doesn't* write well.

One bird *doesn't* hunt for worms.

The room *doesn't* need cleaning.

The dog *doesn't* like being teased.

The flowers *don't* last long.

Those boys *don't* play fairly.

The children *don't* understand.

Pines *don't* lose their leaves in winter.

A. Make each of the following sentences negative by using *doesn't*.

EXAMPLE: The newspaper tells a great deal about the storm.

The newspaper *doesn't* tell a great deal about the storm.

1. The baby gains weight as he should.
2. She likes the book we chose.

3. He reads very fast.
4. It makes much difference.
5. The captain wants to decide it.
6. The driver realizes how far it is.

B. In the ten sentences that follow put *doesn't* or *don't* in each blank. Remember that *doesn't* is used with one and *don't* is used with more than one. You can use the *do* and *does* test on these sentences, too.

1. The circus _____ come often.
2. Mail pilots _____ take dangerous chances.
3. Wild animals _____ ever grow very tame.
4. The lake _____ freeze very early.
5. Bluejays _____ go south for the winter.
6. Eskimo dogs _____ mind the cold.
7. Our car _____ start easily.
8. Some churches _____ have pipe organs.
9. The children _____ read very fast.
10. The house _____ need painting.

The Use of *Brought*

Practice 15 — Using Brought Correctly: An Oral Drill

A. Say these sentences several times:

1. The cold weather *brought* the snow.
2. We *brought* you the flowers.
3. The truck *brought* our furniture.
4. My uncle *brought* me a Japanese kimono.
5. The newsboy *brought* in an extra.

B. Answer these questions:

1. Did you *bring* the sandwiches?
2. When did he *bring* the news?

3. Didn't you bring matches?
4. What did they bring in their baskets?
5. What did Dad bring for me?

The Use of *Is* and *Are*

Are is used when you are speaking of more than one. *We* and *they* both mean more than one. Words like *brothers*, *books*, *chairs*, *people*, and *lamps* mean more than one. They are *plurals*, as explained in Section VI on "Punctuation." *Are* is used with plural words.

Practice 16 — Using Is and Are Correctly

A. Say these sentences aloud several times:

1. The campers *are* glad to be home.
2. The Smiths *are* good neighbors.
3. When *is* Father going to start?
4. Why *are* the players so slow?
5. The children *are* sleepy already.
6. *Aren't* the boys playing soccer?
7. Where *is* the President going for vacation?
8. Why *is* the pilot afraid to try?

B. Use *is* or *are* in these sentences. Write out the sentences and read them to the class.

1. We giving a program on Memorial Day.
2. The clowns always acting silly.
3. The magazine very interesting.
4. My eraser lost.
5. They learning to print.
6. Pencils supplied by the school.
7. The tickets very cheap.
8. My wish sure to come true.

9. The bus ---- waiting for you.
10. We ---- very grateful to you.

The Use of *Broke* and *Broken*

Broken is used only with a helping word, *is*, *was*, *has*, *have*, or *had*. *Busted* is not good usage.

Practice 17 — Using Broke and Broken: An Oral Drill

Say these sentences several times aloud:

1. The wings on the plane must *have broken*.
2. The ball *has broken* the windshield.
3. *Is* the glass *broken*?
4. The record *has been broken*.
5. Who *has broken* the spring in the clock?
6. The lock *was broken* by burglars.
7. He *has nearly broken* the rod in two.
8. He must *have broken* his leg when he fell.

The Use of *Drank* and *Drunk*

Drank is another word that is used without a helper. This is another of those words that has changed through the ages. Long ago *drunk* was used without a helper, but now the up-to-date form is *drank*.

The dog *drank* water thirstily.

All the children *drank* milk.

In the story the giant *drank* up the ocean.

The traveler *drank* tea in the Japanese home.

The camel *drank* only once in several days.

The older word, *drunk*, is still used with *have*, *has*, *had*, or *has been*.

He *has already drunk* four glasses of lemonade.

The whole quart of tomato juice *has been drunk*.

The waiter spilled the water before I *had drunk* any of it.

He *had drunk* salt water while swimming in the ocean.
The children *have drunk* their chocolate milk.

Practice 18 — Using Drank and Drunk Correctly

Copy these sentences, using the right word in the blank space. Read the sentences when you have written them.

1. The car just _____ up gasoline on our trip.
2. The natives _____ fruit juices instead of water.
3. Even children _____ tea and coffee rather than water in colonial days.
4. She thought the clown had _____ a gallon of water.
5. The cattle had _____ at the spring all summer.
6. When water gave out they _____ melted snow.
7. In Alaska we _____ condensed milk in our coffee.
8. The children had _____ a pitcherful of orangeade.
9. The hot sun _____ the little streams dry.
10. The birds _____ from the bird bath.

The Use of *A* and *An*

Sometimes in writing you may be careless about the use of *a* and *an*. Usually you will not make the mistake if you read aloud what you have written, because you notice what is wrong when you hear the sounds. Because words are easier to say in that way, *an* is used before any word that begins with a vowel. You have learned that *a*, *e*, *i*, *o*, and *u* are vowels. These eight words all begin with vowels:

| | | | |
|----------|------------|------------|-------------|
| an eagle | an address | an ice box | an object |
| an equal | an offer | an index | an umbrella |

A is used before all words beginning with consonant sounds.

Practice 19 — Using A and An Correctly

Which word is the right word in each blank space?

1. Send ___ older boy when you send ___ message the next time.
2. There was ___ odor of burning brakes.
3. ___ garden is ___ interesting hobby.
4. Ross is always ___ good sport and ___ unselfish friend.
5. ___ careless mistake is ___ annoyance.
6. For breakfast do you want ___ orange, ___ grapefruit, or ___ apple?
7. It is only ___ little while since we had ___ ice storm.
8. ___ book is ___ friend during ___ illness.

A Final Test

When you have studied your own problems and all the practices you need, take this final test.

Number your paper from 1 to 25. If there is an incorrect expression in the sentence, write the correct form on your paper. If the words are all correct, write C after the number.

1. You can come even if he don't.
2. They haven't none of the green ones left.
3. I think he give ten dollars to the Red Cross.
4. The doctor says, "Have you ever been vaccinated?"
5. The dogs took care of themselves during the storm.
6. Each member brung a friend.
7. How much milk has been drunk by each child?
8. The hot water busted the glass dish.
9. Shall I take that as a offer?
10. They was too young for such hard play.
11. The chickens have ate all the feed that we put out.
12. The class have wrote a note of thanks.
13. This must be the road they took.

14. Was the lock broke yesterday?
15. School began the first Monday in September.
16. Has the lake been froze long?
17. The rabbit run into his hole.
18. The traffic rules ain't very hard to remember.
19. Was you at the hobby show?
20. The boys knowded their poems well.
21. There is two copies of the book on the desk.
22. Can you believe the fault is ourn?
23. I don't believe them stories.
24. The soldiers have saw horrible things.
25. I don't believe he could have did it.

SECTION V

CAPITAL LETTERS

Capital letters are like markers. They mark a certain person's name, a certain city's name, a certain holiday, or a certain day of the week. We write about *four months* or *next month* without capitals, but when we write about *March* or *December*, we begin the name with a capital letter. We write about a *long river* or *high mountains* without capitals, but when we write about the *Tennessee River* or the *Blue Ridge Mountains* we use capital letters at the beginnings of the names.

You have already learned a number of rules for using capital letters as markers. They are all listed for you below. You will also find a test that will help you to discover which rules you need to review.

REVIEW RULES FOR CAPITAL LETTERS

1. Begin the names of persons with capital letters.

We saw Ronald Harrison at the game.

The manager of the store is Mr. Lambert.

2. Write the word *I* always as a capital letter.

That is the best story I know.

3. Begin the names of the days of the week with capital letters.

Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday.

4. Begin the names of the months of the year with capital letters.

| | | |
|----------|--------|-----------|
| January | May | September |
| February | June | October |
| March | July | November |
| April | August | December |

5. Begin every sentence with a capital letter.

The game was over. The noisy crowd of boys and girls rushed outside. They formed a long line and marched down the street to celebrate their victory.

6. Begin the names of streets with capital letters.

The new church is on Central Street.

The traffic light on Jefferson Avenue and Fourth Street is out of order.

7. Begin the names of states with capital letters.

The largest state in our country is Texas.

8. Begin the names of holidays with capital letters.

| | | |
|---------------|----------------|--------------|
| Armistice Day | Flag Day | Labor Day |
| Christmas | Fourth of July | Memorial Day |
| Easter | Halloween | Thanksgiving |

9. Begin the names of countries with capital letters.

Young people from China and Japan come to our country to go to school.

10. Begin the names of rivers with capital letters.

They camped near the Columbia River.

11. Begin every line of poetry with a capital letter.

Grasshopper Green is a comical chap;
He lives on the best of fare.

12. Begin the name of the people or the language of a certain country with a capital letter.

Many English people speak German and French as well as their own language.

13. Begin the first word of a quotation with a capital letter.

The principal said, "There will be no school on Friday."

14. Begin the names of cities with capital letters.

We drove from Chicago to Detroit in a day and a half.

Review Test — Rules for Capital Letters

In the fourteen sentences that follow, capital letters are needed. Each sentence breaks one of the fourteen rules just given. Copy the sentences, using capital letters where they belong. After each sentence write the number of the rule that tells which word in the sentence should be capitalized.

1. The traffic is always heavy on saturday and sunday.
2. Our school is on morrison street.
3. She invited nancy rand and lucy barrett to the party.
4. We drove from chicago to philadelphia.
5. Is ohio as large as pennsylvania?
6. We always have programs for memorial day and armistice day.
7. Schools usually begin in september and close in may or june.
8. The grandparents of many americans have come from england, france, italy, or germany.
9. Who sent the book that i received?
10. Did you see the pictures in the art room? they were beautiful.

11. The poem begins:

fluffy, fluffy snowflakes,
falling softly down,
looking like the feather bed
that grandmother stuffed with down.

12. Washington is on the bank of the potomac river.

13. The captain said, "everyone off! Boat leaves in five minutes."

14. Most swiss people speak the german, italian, or french language.

PLANNING WHAT TO STUDY

From the test that you have just taken, and from your other written work, you can find out just what you need to study. You can find out which rules your class should review and which rules each pupil needs to study.

You can make a chart, either on the blackboard or on a large sheet of paper. Down the left side of the chart, list the pupils. Across the top list the sentences and the rules. For every rule on which a pupil makes a mistake in the test put a check mark on the chart. Each sentence must be correctly capitalized and the correct rule number given, or the sentence is marked wrong.

The record chart on the next page was made by the pupils in one fifth-grade class and shows the rules that they needed to study after they had taken the test. The median, or middle score, made by this class was 10. Can your class do better?

Practice 1 — Discussing the Review Test

Which sentence in the test might show this class that they needed to study Rule 1, Rule 2, Rule 3, Rule 4, or any of the other rules?

Which rule do most members of this class need to study? Which pupils need to study and practice on Rule 7? On which rule does the class not seem to need much more study?

| Pupils | Sentence Numbers | | | | | | | | | | | | | | No. of mistakes made by each pupil. |
|----------------------------|------------------|-------|-------|--------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|-------------------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| R.S. | Rule3 | Rule6 | Rule1 | Rule14 | Rule9 | Rule8 | Rule4 | Rule9 | Rule2 | Rule5 | Rule11 | Rule10 | Rule13 | Rule12 | 7 |
| M.H. | X | | | X | | | | | | X | | | | | 4 |
| C.H. | | | | | | | | | | | | | | | 0 |
| S.D. | X | | X | | | | | | | X | | | | | 4 |
| L.W. | X | | | | | X | X | | | | | | X | X | 5 |
| F.E. | X | | | | | | X | | | X | | X | | | 4 |
| E.V. | | | | | | | | | | | | X | X | | 2 |
| S.F. | | | | X | | | X | X | | X | | | X | | 5 |
| J.S. | | | | | | | | | X | | | | | | 1 |
| M.T. | X | | X | X | | X | X | | X | | | X | X | X | 9 |
| T.M. | | X | | X | | | X | | | | | X | | | 4 |
| P.C. | | | | | | | | | | | | | | | 0 |
| E.S. | | | X | | | | | | | | | | | | 1 |
| J.N. | | | X | | | | | | | | X | | | | 2 |
| V.S. | X | | | | X | X | | X | X | X | | | X | | 7 |
| W.T. | | | | | | | | | | | | | | | 0 |
| B.H. | | | X | | | | | | | | | | | | 1 |
| D.A. | | | | X | | | | | X | | | | X | | 3 |
| F.S. | | X | | X | X | | X | | | X | X | X | X | X | 9 |
| J.F. | | X | | | | | X | | | X | | X | | | 4 |
| H.W. | | X | | X | X | X | X | X | | X | X | X | | | 9 |
| J.M. | | | | | | | | | | | | X | | | 1 |
| K.S. | | | | | | | | | | | | | | | 0 |
| P.S. | | X | | X | | X | | | | X | | X | X | | 6 |
| E.Ig. | | | | | | | | | | | | | X | | 1 |
| R.I. | | | | | | X | X | | | | | | X | | 3 |
| M.S. | | X | X | | X | X | | X | | X | X | X | X | | 9 |
| E.Er. | | X | | | | | | X | | | | X | X | X | 5 |
| J.H. | | | | | | | X | | | X | | | X | | 3 |
| G.P. | X | X | X | | X | X | | X | | | X | X | | X | 9 |
| No. of errors on each rule | 6 | 4 | 10 | 2 | 11 | 7 | 8 | 11 | 5 | 7 | 12 | 7 | 18 | 10 | |

Class Record of Errors on Test

Rules that should be reviewed by the class: No. 13, 11, 7, 9, 1, 14

In what way besides the test do you think the class might find out which rules they need to work hardest on?

When you have taken the test, make a chart like the one shown. Each pupil can put his own check

marks on the chart below the rules he needs to study. He will look at his test paper. If he has missed Sentence 1 in the test, he will put a check mark under Rule 3 on the chart. Which rule will he check for Sentence 7? For Sentence 3? Do you think it a good idea to use initials, so that each pupil will know about only his own mistakes?

Study your other written work to see whether or not you use all these rules correctly.

REVIEW PRACTICES

When you have discovered which rules you need to study, turn to the drill lessons that you need and work hard upon them. You can make practice exercises for one another in the way that will be suggested to you.

Not so much practice is given on some rules as on others because boys and girls usually master some of these rules perfectly by the time they reach the fifth grade.

Practice 2 — Writing Names with Capital Letters

Copy the five sentences that follow, using the right capital letters for the beginnings of the names.

1. A famous children's poet is Ames Hitcomb Iley.
2. Richard Syrd has spent many months near the South Pole.
3. One of the first men to explore this land was Caniel Soone.
4. When he landed in America, Christopher Columbus thought he was in India.
5. The man who made the first successful steamboat was Robert Culton.

Make other sentences like these for your classmates.

Fill out these sentences with names that make the sentences true. Remember to begin the names with capital letters.

1. My favorite poet is -----.
2. The governor of our state is -----.
3. The president of our country is -----.
4. The author of a book I like is -----.
5. A classmate who lives near my house is -----.

Make five more sentences of this kind for your classmates to complete with names.

Practice 3 — Writing I as a Capital Letter

Write short sentences answering these questions:

1. How old are you?
2. Where do you live?
3. What color eyes have you?
4. How tall are you?
5. How many brothers and sisters have you?

You needed to use the word *I* in answering most of these questions. Did you make the mistake of writing it as a small letter in any sentence? This is a rule on which fifth-grade boys and girls almost never make mistakes. This one short practice on it will probably be enough to prove that you have the capital letter habit for *I*.

Practice 4 — Writing the Days of the Week with Capital Letters

Copy this paragraph, capitalizing the names of the days of the week:

Our puppy has been lost since a week ago thursday. We did not miss him until friday. Then when we began to look

for him, we found that he had not eaten his supper Thursday night. We inquired of the neighbors and hunted for him all day Saturday. On Sunday father said that if he had not returned by Monday, we could put an advertisement in the paper. The notice was run on Tuesday, Wednesday, and Thursday. It was not until Friday that we had a telephone call from someone who had found him.

There were ten capital letters needed for the names of the days. Did you make a perfect score?

Practice 5—Writing the Names of the Months with Capital Letters

Copy these sentences, filling in the blanks with the names of the right months. Remember to begin the names with capital letters.

1. The President is elected in _____ but he takes office the next _____.
2. The first day of the winter season is in _____.
3. Labor Day is the first Monday in _____.
4. Our school year begins in _____ and ends in _____.
5. We have our coldest weather in _____.
6. The birds begin building nests in _____.
7. Roses usually bloom in _____.
8. The eighth month of the year is _____.

Write more sentences of this kind for your classmates to complete with the names of months.

Practice 6—Beginning Every Sentence with a Capital Letter

It would be easy to follow this rule perfectly if we were always sure just where each sentence thought began. Read the following paragraph to yourself.

Pause after each sentence thought. Then copy it, using periods and capital letters where they belong.

Many states in our country have celebrated their three hundredth birthday they count their birthdays from the time of the landing or settlement of the first white man some Canadian cities claim to be much older than our cities in 1934 Quebec celebrated its four hundredth anniversary they count the birthdays from the time when the Frenchman, Jean Cartier, came to their part of the country.

***Practice 7 — Writing the Names of Streets,
Cities, and States with Capital Letters***

Every time you address a letter you need to remember these uses of capital letters. Correct the addresses below:

Mrs. J. L. Sears
1629 drexel boulevard
chicago
illinois

Miss Winifred Giel
1502 eastern parkway
schenectady
new york

Mr. Henry Lamson
5098 nineteenth avenue
kenosha
wisconsin

Miss Frances Mason
2 hathaway road
cambridge
massachusetts

***Practice 8 — Writing the Names of Holidays
with Capital Letters***

Copy the following sentences, completing each with the name of a holiday. Remember to begin the names with capital letters. Place a period at the end of each sentence. You can make more sentences like these.

1. The first Monday in September is -----.
2. We always have a party on October 31 because that is -----.

3. The World War ended on November 11. That is -----.
4. The President proclaims the last Thursday in November as -----.
5. December 25 is -----.
6. January 1 begins the year; so it is called -----.
7. A Sunday in March or April each year is -----.
8. We plant trees and flowers on -----.
9. The fourteenth of June is celebrated as -----.
10. Our country's birthday is the -----.

Practice 9 — Writing Holiday Greetings

Choose your favorite holiday and write a holiday greeting to be sent to some friend when the day comes. Your class can plan to write messages for every holiday during the year. You can send these messages to other classes. Each one in the class can send a greeting to someone, too. It can be in rhyme if you wish. Remember the capital letters for the names of holidays.

Here's a plant for Arbor Day,
It will bloom sometime in May.

Practice 10 — Writing the Names of Countries with Capital Letters

Begin the names of countries in these ten sentences with capital letters.

1. The famous canal between the Atlantic and the Pacific Ocean was built through panama.
2. In argentina wheat is raised. The climate is like that of the united states.
3. canada and england are parts of one great nation.
4. Buildings that have been standing more than two thousand years can be seen in greece and italy.

5. Everyone who goes to egypt wants to see the pyramids.
6. Many musical instruments from germany are sold in england and the united states.
7. We buy silk from japan and the people of japan buy cotton from us.
8. Perfume made in france is sold all over the world.
9. Many factories are being built in russia.
10. Fishing is an important business in norway.

*Practice 11 — Writing the Names of Rivers
with Capital Letters*

Copy the following paragraph, beginning the names of rivers with capital letters:

In pioneer days rivers were the principal highways of travel. When the Erie Canal was built to make a waterway from the hudson river to the Great Lakes, there was much excitement and rejoicing. Flatboats and rafts carried goods down the ohio river to the mississippi river. From the West goods were carried down the missouri river to the mississippi river in the same way. Cities grew up along river banks because of trade, like Pittsburgh, where the monongahela river and the allegheny river meet to form the ohio river, Washington on the potomac river, Albany and New York City on the hudson river. Today river travel is not so important because we have other swifter ways of traveling.

*Practice 12 — Using Capital Letters in
Writing Poetry*

You probably have a notebook in which you write down favorite verses. A good plan is to copy into your notebook one poem each week. Be sure to arrange the lines as they were arranged by the poet and to begin each line with a capital letter.

*Practice 13 — Writing the Names of the
People of a Country and of their
Language with Capital Letters*

Fill in the blank spaces with the correct words. Be careful to begin each word with a capital letter.

1. A person from Norway and the language he speaks are both called -----.
2. The people of Denmark are called ----- and their language -----.
3. The people of the United States are often called -----.
Their language is the ----- language. Canadians also speak the ----- language.
4. The people of Switzerland are called the -----.
Their languages are those of the nations nearest them. The people of the southern part speak ----- because they are near Italy. In the northern part ----- and ----- are spoken because France and Germany are so near.
5. The people of Holland are called the -----.

Practice 14 — Writing Quotations Correctly

Copy these sentences, completing them by adding the exact words that the speaker said. Be sure to begin each quotation with a capital letter. Put quotation marks at the beginning and again at the end of the quotation.

EXAMPLE: The conductor said, -----

The conductor said, "Don't forget your packages."

1. The traffic officer said to the driver, -----.
2. The newsboy called out, -----.
3. The radio announcer said, -----.
4. The chairman introduced the speaker by saying, -----.

5. The captain said to the team, -----
6. At the garage the mechanic asked, -----
7. When we stopped for gas, the attendant asked, -----
8. The grocer replied, -----

Practice 15 — Using Several Rules of Capitalization Correctly

Copy this paragraph, using capital letters where they belong.

The visitors from the united states who arrived in panama on the day before christmas were uncomfortably warm. It was hard for them to believe that the grass could be green and the flowers so beautiful in december. they walked down front street, where there were many little shops full of chinese and japanese handwork. Many of the people whom they met spoke both english and spanish. Suddenly one of the tourists said, “look at the statue of columbus! Now i feel as if i were back home in chicago.”

Did you put in seventeen capital letters? There were that many needed.

NEW RULES FOR THE FIFTH GRADE

In your geography study you will find many other words that are capitalized, the names of mountains, of lakes, of oceans, and of continents. The rules that follow will cover all of those.

Rule 15. Begin with capital letters the geographic names of certain parts of the world, like mountains, lakes, bays, oceans, and continents.

We drove around the edge of Lake Champlain and crossed the Adirondack Mountains.

Europe and Asia are really one big continent. Together they are called Eurasia.

On one side of Florida is the Gulf of Mexico, and on the other side is the Atlantic Ocean.

Rule 16. Begin with capital letters the names of parks or other famous places.

A bear put his paw through our tent in Yellowstone National Park.

Flowers were placed on the graves in Arlington Cemetery.

Did you see the airplanes in the Grand Canyon?

Rule 17. Begin with capital letters the words *north*, *south*, *east*, and *west*, when they mean sections of the country.

There are many winter resorts in the South.

Most of the largest cities in our country are in the East.

Rule 18. Begin with capital letters all the important words in the title of a book or magazine.

The hard part of using this rule correctly is to decide just which are the important words. The first word is certainly important. Little words like *and*, *the*, *a*, *of*, *for*, and *to* are usually not the main words in a title. Notice in the titles that follow which words are important enough to need capital letters. They are the words that have real meaning, the *key words*.

Sometimes all words are important.

The House on the Hill *Hansel and Gretel*

The Golden Windows *A Letter to the King*

Rule 19. Begin with capital letters words meaning God or Heaven and the word *Bible*.

On the first Thanksgiving the Pilgrims thanked God for caring for them.

Let us ask the blessing of our Heavenly Father.
There is some musical poetry in the Bible.

Practices on the New Rules

Here are some practices on each of the new rules for the fifth grade. Work on them until you are sure you understand and can use the new rules.

Practice 16 — Writing Geographic Names with Capital Letters

Copy these sentences, writing the names of rivers, lakes, mountains, bays, oceans, and continents with capital letters.

1. Early explorers sailed into the chesapeake bay and up the potomac river and thought they were finding a new way to asia.
2. There is a waterway from Minnesota on lake superior through lake huron, lake erie, and lake ontario down the st. lawrence river to the atlantic ocean.
3. The Great Divide is the high point in the rocky mountains from which some streams flow east into the branches of the missouri and mississippi rivers and others flow west to the columbia and the colorado rivers.
4. We followed the old Boone Trail in crossing the appalachian mountains on our trip east.
5. north america and south america are separated from europe by the atlantic ocean and from asia by the pacific ocean.

Practice 17 — Writing Geographic Names in Your State with Capital Letters

Write a paragraph about your own state, describing the rivers, lakes, or mountains that are in it. Remember to use capital letters for the geographic names.

Practice 18 — Making a Geography Test

A committee of your class can make up a geography test to give to the class. Make sentences telling clearly about a certain mountain, river, lake, or bay, but leave the name blank. See if the class can fill in the names, always remembering the capital letters. Your sentences will have to be made so that only one name will be correct in the blank. You can use your map in making this test.

EXAMPLES:

A large lake in Utah with no outlet is the -----.

(Answer: Great Salt Lake)

The only part of South Dakota that is not level plain is the region of the ----- in the western part of the state.

(Answer: Black Hills)

*Practice 19 — Writing the Names of Parks
and Other Famous Places with
Capital Letters*

Copy these eight sentences, capitalizing the names of parks or other places of interest that are mentioned.

1. We saw both the grand canyon and the petrified forest while we were in Arizona.
2. There are many huge redwood trees in yosemite national park.
3. At the foot of pikes peak in Colorado is the famous beauty spot called the garden of the gods.
4. The Confederate memorial is carved on the side of stone mountain near Atlanta.
5. In mammoth cave there are more than a hundred miles of tunnels underground.

6. People in New Hampshire will tell you to see the great stone face in the White Mountains.
7. The huge dam on the Tennessee River is at muscle shoals.
8. We drove into Virginia to see the rock called natural bridge.

*Practice 20 — Writing North, East, South,
and West Correctly*

When these words mean directions, they should be written with small letters. When they mean parts of the country, they should be capitalized.

Copy these sentences, using capital letters when they are needed.

1. Many of our oranges come from farms in the south or the west.
2. The first white people in this country settled in the east.
3. Winter comes earlier in the north than in the south.
4. Irrigation has made rich farming land in the southwest.
5. We spent two months traveling through the east.

Practice 21 — Capitalizing Titles Correctly

Divide your class into three committees. One committee can make a list of the animal stories in your readers. Another committee can make a list of fairy tales. The third committee can make a list of poems in your readers. Check the lists to be sure that all important words in the titles begin with capital letters. Then put each list of stories on the board where the other children can use it when they are looking for stories and poems to read.

Practice 22 — Writing Titles with Capital Letters

These are the titles of different parts of a class booklet on "Farming in the United States." Copy them, using capital letters correctly.

1. truck and dairy farms
2. cotton plantations in the south
3. fruit farms of the southwest
4. the great wheat fields
5. sheep and cattle ranches

Practice 23 — Writing the Words Meaning God or the Bible with Capital Letters

Copy these sentences, capitalizing the words meaning God or the word *Bible*.

1. Moses said that god had sent him the Ten Commandments.
2. They learned the lord's Prayer in Sunday School.
3. The bible has been written in every language.
4. The prayer began, "Our father who art in heaven."
5. The bible is often called "the holy word of god."

Testing What You Have Learned

When you have studied all the capital letter rules, you will be ready to take a test in capitalizing.

Capital Letter Test

In the ten sentences given, capital letters are sometimes used where they are not needed and sometimes left out where they are needed. The number at the

end of the line shows you how many changes you must make to correct the capitalization in the sentence.

Copy each sentence, using capital letters correctly.

EXAMPLE: The guide Said, "this is the road to mt. vernon." (4)

The guide said, "This is the road to Mt. Vernon."

1. There is a book of Poems called *for days and days*. (4)
2. we went across the english Channel by airplane to paris. (3)
3. Glacier national park is in the rocky mountains. (4)
4. by november the Leaves have all fallen from the trees in michigan. (4)
5. The Treasury Building in washington is on pennsylvania avenue. (3)
6. The President of the united states calls upon us to give thanks to god for our Harvests on each thanksgiving Day. (5)
7. We sang *america, the beautiful* on armistice Day. (3)
8. "we will go to lake placid when we are in new york," said the driver. (5)
9. There is always a Football game in pasadena, california, on new year's day. (6)
10. The early spanish settlers in the west Built missions. (3)

The highest score for this test is 40. What was your score?

SECTION VI

PUNCTUATION

Alice was reading the night letter that her mother had just received from Uncle Todd. "How funny he is, Mother! Why did he put all those stops in a telegram?" she exclaimed.

"Those are periods. You see a telegram is not divided into sentences by using capital letters and punctuation marks as a letter is. Sometimes the meaning would not be clear without something to show when each thought is ended. Look again to see if each stop doesn't mark the end of a thought. Uncle didn't make whole sentences because he was saving words. Extra words in a telegram are expensive."

Alice took the message and read:

HAVE RESERVED ROOM FOR YOU AND ALICE
AT PALMER HOUSE CHICAGO STOP DELAYED
IN ST LOUIS STOP ARRIVING SATURDAY
STOP WE LEAVE FOR NEW YORK SUNDAY
EVENING AT SIX



"It certainly looks queer without any punctuation marks and all in capitals that way," said Alice.

REVIEWING PUNCTUATION RULES

You have already learned several rules for using punctuation marks correctly. Before you learn the new rules for the fifth grade, review the ones you learned last year! The twelve rules that you should know follow next.

Sentence-Ending Marks

1. A period belongs at the end of every declarative, or telling, sentence.

The white fur of polar bears protects them because they are not easily seen against the snow.

2. A question mark belongs at the end of every interrogative sentence, or question.

Why didn't Byrd go to Little America in a steamboat?

3. An exclamation mark belongs at the end of every exclamatory, or very exciting, sentence.

Why, the snow has hidden the road!

Abbreviations

4. A period should follow every abbreviation and all initials.

Dr. S. L. Mr. Mrs. a.m. R.F.D.

Contractions

5. An apostrophe is used in place of omitted letters in a contraction.

| | | | | |
|-----------|--------|--------|----------|---------|
| couldn't | isn't | I'll | he'd | we'll |
| could not | is not | I will | he would | we will |

Possessives

6. An apostrophe is used to show that something belongs to someone.

dog's collar Mother's wish child's fault

Quotations

7. Quotation marks are used before and after the exact words that someone speaks.

8. A comma separates the speaker's words from the rest of the sentence.

"That is the best football game I ever saw," said Dad.
The clerk answered, "We do not have your size."

Commas

9. A comma belongs between the names of a city and its state.

Miami, Florida Baltimore, Maryland
Spokane, Washington Philadelphia, Pennsylvania
St. Louis, Missouri Sacramento, California

Remember Rule 9 in writing letter headings.

10. A comma belongs between the numbers of the day of the month and the year.

February 6, 1937 July 4, 1776

11. A comma follows the greeting of a letter to a friend.

My dear Marvin, Dear Frances,

12. A comma follows the closing in a letter.

Sincerely yours, Lovingly yours,

A Review Test

Copy these sentences and the letter parts, putting punctuation marks where they belong. There are two

sentences in the test for each of the twelve rules just given.

1. Who thinks up all the funny things clowns say
2. We would have waited but we hadn't had lunch.
3. The big envelope was addressed to Mr J S Harris.
4. Pull hard! Wowee! That's the biggest fish we've hooked
5. Ice floats on water
6. Lindbergh worked in St. Louis Missouri.
7. The Panama Canal was opened August 15 1915.
8. (*Letter greeting*) Dear Dad
9. This must be the baby's birthday.
10. The man said, Will you let me work for my lunch?
11. (*Letter closing*) Your old friend
12. The conductor said "This is your station."
13. The train leaves at 9:35 p m on Sunday.
14. What a blinding light that car throws
15. (*Letter heading*) Osage, Iowa
August 7 1937
16. (*Letter greeting*) Dear Mother and Dad
17. I'll take his books to him.
18. Are these Fathers fish poles?
19. Federal highways are always kept open, said the man.
20. There is a great temple at Salt Lake City Utah.
21. The announcer said "Tune in at 6 o'clock for the news."
22. Palm trees grow in warm climates
23. Is the library open on Sunday
24. (*Letter closing*) Very sincerely yours

When you have taken the test, decide which rules your class needs to study. Each of you should pick out the rules that you need to practice, too. Some review practices are given on the pages that follow.

Review Practices

Practice 1 — Using Sentence-Ending Marks

Copy these sentences, using the right ending marks.

1. Thirty-five miles is the city speed limit
2. Is the Empire State Building the tallest building in the world?
3. How far can one see from this hill
4. The homes of the colonists were often cold
5. It is dangerous to touch an electric light switch with wet hands
6. Do you know why a vacuum cleaner picks up dirt
7. Artificial silk is made from wood
8. Stop! That's the police siren
9. Very fine linen cloth is made in Ireland
10. Does sugar cane grow in your state?

Practice 2 — Using Sentence-Ending Marks

This paragraph needs to be separated into sentences. When you copy it, put the right ending marks after each sentence and begin each new sentence with a capital letter.

A thermometer shows differences in temperature because of the liquid in it in the long glass tube and the bulb at the bottom is mercury or some other liquid that expands when warmed it also shrinks when it cools if the room is hot the liquid has to rise in the glass tube because it has no other place to go the hotter the temperature the higher the liquid rises marks along the side of the tube show just how warm the air is

Practice 3 — Writing Abbreviations

You need to know only a few abbreviations, because most words are now written out completely.

Write these sentences, using abbreviations for the underlined words. If you do not know the abbreviation, find it at the end of this practice or in your dictionary. Remember the period after each abbreviation.

1. The train leaves at 4:35 in the afternoon.
2. This flag was given to us by members of the Daughters of the American Revolution.
3. Send a letter to your senator in Washington, District of Columbia.
4. The package was mailed collect on delivery.
5. The letter was sent to Mister Lester Bardeen.
6. Put Rural Free Delivery 6 on our letters.
7. He lives in Saint Joseph, Missouri.
8. Superintendent J. L. Martin has charge of our schools.
9. The building belongs to the Young Men's Christian Association.
10. Doctor Dunn called on us.

The underlined words in the ten sentences are usually abbreviated as follows:

| | |
|----------------|-------------|
| p. m. or P. M. | Mr. |
| D. A. R. | St. |
| C. O. D. | Supt. |
| D. C. | Y. M. C. A. |
| R. F. D. | Dr. |

Practice 4 — Writing Abbreviations in Arithmetic

You may use abbreviations in your arithmetic problems. Learn to write them correctly and to use periods after them.

| | |
|-------------------------|---------------|
| ounce (or ounces) — oz. | pint — pt. |
| pound — lb. | quart — qt. |
| ton — T. | gallon — gal. |

| | |
|---------------|-----------------------|
| minute — min. | dozen — doz. |
| hour — hr. | inch — in. |
| month — mo. | foot — ft. |
| year — yr. | yard — yd. |
| peck — pk. | square foot — sq. ft. |
| bushel — bu. | square yard — sq. yd. |

The abbreviation is the same when there are more than one; for example, 6 qt. or 7 bu.

Be ready to write from dictation the abbreviations for these measures:

| | |
|---------------|----------|
| 45 minutes | 1 peck |
| 7 dozen | 5 inches |
| 2 hours | 3 pounds |
| 2 months | 4 ounces |
| 8 square feet | 6 tons |

Practice 5 — Understanding Other Abbreviations

You will often see abbreviations that you need to understand, although you may not use them often yourselves. Bring to your class a list of abbreviations that you see about town or in papers and magazines and do not understand. Talk them over in the class. You may have in your list some of these:

A. A. A. — American Automobile Association

A. F. L. — American Federation of Labor

Assoc. or Assn. — Association

Co. — Company

F. O. B. — Free on Board (price placed on freight car, but with transportation to purchaser not paid)

M. D. — Doctor of Medicine

R. R. — Railroad

U. S. A. — United States of America

U. S. S. R. — Union of Socialist Soviet Republics

Your dictionary will tell you the meaning of other abbreviations.

Practice 6 — Using the Apostrophe in Contractions

Copy these five sentences, changing the underlined words to contractions. They will sound more natural when you have changed them. Remember the apostrophe. If you do not know the right form to use, find it in the list after the sentences.

1. Rob said, “If Howard Mason does not stop teasing my dog, I am going to give him a great big black eye.”
2. “It is a long way from here. You would save time by telephoning,” said the officer.
3. “We are not members,” Joe said.
4. “They do not intend to stay, so they need not pay,” said the man.
5. “You will not forget, will you? I did not make a note of it,” she said.

| | | | |
|---------|--------|---------|-----------|
| doesn't | I'd | haven't | shouldn't |
| I'm | I'll | needn't | isn't |
| won't | it's | you'd | aren't |
| don't | didn't | you're | hasn't |

Practice 7 — A Dictation Lesson in Contractions

Write these sentences as your teacher reads them with the contraction that is needed in each blank space.

1. He ----- see well (does not)
2. ----- you go? (could not)

3. The bell ----- rung. (has not)
4. Why ----- the boys written? (have not)
5. The train ----- late. (is not)
6. You ----- as tall as I. (are not)
7. ----- give her my book. (I will)
8. Those bears ----- harm anyone. (do not)
9. ----- like to see a real Eskimo. (I would)
10. ----- been chosen captain. (you have)

Practice 8 — Using Quotation Marks Correctly

Copy these sentences, putting quotation marks before and after the words of the speaker.

1. The postman said, There are three cents due on this letter.
2. The clerk asked, How many yards do you want?
3. What number did you call? asked the operator.
4. The President said, Thank you for my birthday party.
5. The librarian answered, That book has just come in.
6. The referee called, Out on third!
7. Use the large map, said the teacher.
8. Let me stay up a little longer, begged the little boy.
9. Turn right at the next corner, said the man.
10. The directions said, Keep cover on tight.

Practice 9 — Writing Quotations Correctly

There are three things to remember in writing quotations:

1. Begin the quotation with a capital letter.
2. Put quotation marks before and after the words quoted.
3. Use a comma to separate the quotation from the rest

of the sentence (unless a question mark or an exclamation mark is needed).

Complete these eight sentences by adding quotations:

1. The little boy at the door said, "Wouldn't you like to buy a magazine?"
The woman answered -----.
2. "You look lost," said the old man to the little boy.
"Where do you live?"
----- said the little boy.
3. "You dropped your glove. Here it is," said the clerk.
The woman said -----.
4. "Will you mail this letter for me, please?" asked Mother.
----- answered Ralph.
5. "What is your favorite book, Esther?" asked her cousin.
Esther answered quickly -----.
6. "Oh! I've spilled it. I'm so sorry!" said the guest.
----- the hostess said.
7. "Just how much do you weigh?" my father asked.
----- I said.
8. "Boys and girls like different books, don't they?" asked Uncle.
Dan said -----.

Practice 10 — Using Commas in Letters

First see if you can remember the four rules for commas in letters. Think what words belong in the blanks in these two sentences:

Commas are used between the names of the ----- and the -----, and between the ----- and the -----. They are also used after the ----- and the -----.

Next copy the following letter, using commas where they belong.

728 Cherry Street
Grand Rapids Michigan
April 14 1935

Dear Mr. Maxwell

The boys and girls of our class want to thank you for talking to us last Tuesday about furniture. The things you told us helped us to understand the industries of our state. That is what we are studying about just now.

Yours sincerely
Georgia Farrell

NEW THINGS ABOUT QUOTATIONS

Divided Quotations

The quotations that you have been writing have had the speaker's name either at the very beginning or at the very end. Sometimes the speaker's name is given between parts of the quotation, like this:

"I'm sure, very sure, that he won't go," said Mr. Albright,
"but I'll ask him."

Leave out *said Mr. Albright* and read the quotation as a sentence. That is the part that needs quotation marks around it. The marks after *go* and before *but* are needed to separate the rest of the sentence from the quotation. This is called a *divided quotation*. What divided it? Because the last part of the quotation is not the beginning of a sentence, this part begins with a small letter.

*Practice 11 — Putting Quotation Marks
in Divided Quotations*

In these eight sentences put quotation marks where they belong. The capital letters and the other punctuation marks are given correctly in the sentences.

1. Thank you, said the newsboy, for giving me a ride.
2. I wouldn't go, said Father, if I were you.
3. We can push it, said the driver, until it starts.
4. There is much danger of accidents, said the officer, when cars back up quickly.
5. What a surprise, exclaimed Mother, to find it raining!
6. Don't go that way, the man directed, because that road is rough.
7. This is only a food shop, said the clerk, not a restaurant.
8. In just a few minutes, the announcer said, you will hear the orchestra.

Quotations Several Sentences Long

Sometimes in stories several sentences make up one quotation. If all these sentences of the speaker are quoted together, only one set of quotation marks is needed, like this:

The agent said, "Your train leaves Chicago at 1:00 p.m. You will arrive in New Orleans the next morning. That is the new Panama Flyer."

*Practice 12 — Writing a Story with
Conversation*

You will need to use quotation marks most frequently when you are writing stories. Copy this story about the robin, putting quotation marks where they belong.

A ROBIN'S EXPERIENCE

One day I was sitting on the edge of a bird basin. I was singing happily to myself when a woodpecker flew down where I was. I was angry when I saw him, for I had found that bird bath first. I said, You go away. This is my place.

The woodpecker answered, It's no more yours than mine. I'll stay now, that I'm here.

So we began to fight. Now neither of us wanted to get wet. All we wanted was to sit and sing. While we were fighting, we both fell into the water. As we shook our wet heads, we both said at the same time, All right, you can stay, but I'm all through.

NEW THINGS ABOUT THE COMMA**The Comma with the Name of the Person Addressed**

A comma is used to set off the name of the person to whom someone is talking.

We sometimes call this the name of the *person addressed*. That is a new meaning for the word *addressed*. You may say that you *address* your mother when you *speak to her*.

1. Isn't there a beautiful view from this hill, Dad?
2. Operator, you must have rung the wrong number.
3. I want two quarts of milk today, Mr. Kennedy.
4. It can't be true, Darrell, or I would have heard it.

Notice that in Sentence 4 two commas are needed because the name is between parts of the sentence.

Practice 13 — Using the New Comma Rule

Copy these eight sentences. Separate the name of the person spoken to, or *addressed*, from the rest of the

sentence with a comma. In which sentences will you need two commas?

1. Let me see the book Jean.
2. Is it colder outside now Father?
3. Your car will be hard to start Sir if you leave it out in the cold.
4. Just leave the bags here Porter.
5. Is the next corner Van Buren Street Conductor?
6. Mr. Gilbert have you any work for me?
7. Paul lend me your knife, please.
8. Can you tell me Miss Larson where I can get the flowers?

Practice 14 — Using the Comma with the Name of the Person Addressed

Make sentences in which the first person mentioned speaks to the second person mentioned. Be sure to use in your sentence a name for the second person. Use commas where they belong.

EXAMPLE: shoe clerk (speaker) — customer (spoken to)
Yes, Madam, we do have shoe cleaner.

| | |
|-------------------------------|------------------------------|
| 1. doctor — patient | 6. patient — dentist |
| 2. little girl — school nurse | 7. pupil — janitor at school |
| 3. teacher — school visitor | 8. boy — playmate |
| 4. driver of a car — officer | 9. girl — uncle |
| 5. boy — dog | 10. radio speaker — audience |

The Comma with *Yes* and *No*

A comma is used to separate the word *yes* or the word *no* from the rest of the sentence.

Yes, we have lived here seven years.

No, that book is not in the library now.

***Practice 15 — Using the New Rule for the
Comma with Yes and No***

Copy these sentences, using the new rule.

1. Yes we are having a play in the auditorium.
2. No the lake has not frozen over yet.
3. Yes there are real sea horses in the aquarium.
4. No Eskimo children do not have milk to drink.
5. Yes scenes in the movies look very real.
6. Yes I can see the deer's tracks now.
7. No real Oriental rugs are not made by machinery.
8. Yes we are selling Christmas seals at our school.
9. No it doesn't pay to drive too fast.
10. Yes the mail plane stops here every day.

***Practice 16 — Using the Comma with
Yes and No Again***

Write the answers to these questions. Begin every sentence with *yes* or *no*. Remember to put the comma after *yes* or *no* each time.

1. Do you have any brothers?
2. Do you read the newspaper every day?
3. Are you ten years old?
4. Do you get ten hours of sleep every night?
5. Can you swim?
6. Do you like to drink milk?
7. Are there ever good reasons for being tardy?
8. Do you listen to concerts over the radio?
9. Would you like to spend a whole summer camping?
10. Can you play baseball?

A NEW PUNCTUATION MARK

You need to know another mark, a *hyphen* (-). When you haven't room to write all of a word at the

end of a line, you may divide it between syllables and put the end of the word at the beginning of the new line. A *hyphen* is used to show that the word is not complete.

EXAMPLE:

Every year the Junior Red Cross sends correspondence from the children of America to those in foreign lands.

The word should be divided *only between syllables*. If you do not know how the word is divided into syllables, look it up in the dictionary. The dictionary shows four syllables for *correspondence* (cor re spond ence). How else might the word have been divided in the sample sentence?

A word of one syllable should never be divided at the end of a line.

Practice 17 — Using the Hyphen When Dividing Words

Look over the last paragraphs or stories that you wrote. Did you divide any words at the end of the line? See whether you have divided them by syllables. Put a hyphen after the first part. See whether you wrote one-syllable words all on one line.

Practice 18 — Using the Dictionary to Find the Syllables

Use the dictionary to find out how these words might be divided. Write the words in syllables. Can you tell by pronouncing a word how many syllables it has?

received

terrify

little

understand

| | |
|------------|---------|
| appreciate | pioneer |
| enjoying | kingdom |
| elephant | editor |

POSSESSIVES

The Apostrophe with Possessives

These two sentences mean the same thing:

The orders of the doctor must be followed.

The doctor's orders must be followed.

They are different ways of showing that something belongs with, or belongs to, someone. This is called *possession*. The word *doctor's* is called a *possessive* because it names the person to whom something belongs. The orders are the orders of the doctor. Notice that an apostrophe and s have been added to the word *doctor* to make it possessive.

Practice 19 — Making Sentences with Possessives

Change each of these eight sentences so that the word underlined will be a possessive. Copy the second sentence of each pair of sentences, filling in the blank with a possessive. Use 's when you change the sentence.

1. The voice of the announcer was husky and low.
The _____ voice was husky and low.
2. The address of the President was printed that night.
The _____ address was printed that night.
3. The prediction of the weather man was right.
The _____ prediction was right.
4. The rules of the librarian keep the reading room quiet.
The _____ rules keep the reading room quiet.

5. Election of the chairman is the main business today.
 The ----- election is the main business today.

6. The care of the baby is very important.
 The ----- care is very important.

7. The bedtime of a small child should be early.
 A small ----- bedtime should be early.

8. The telephone number of every child is in the office.
 Every ----- telephone number is in the office.

SINGULARS AND PLURALS

All the possessives that you wrote in Practice 19 are of the same kind. The word that you made possessive meant *one person*. It was *singular* because it meant *one*. You can remember that from the word *single*.

Words that are not *singular* mean *more than one*. They are *plural* words.

Here are three lists showing the singulars and the plurals of some common words.

| 1 | | 2 | |
|-----------------|---------------|-----------------|---------------|
| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
| year | years | story | stories |
| teacher | teachers | baby | babies |
| car | cars | penny | pennies |
| cousin | cousins | fairy | fairies |
| inventor | inventors | library | libraries |
| lake | lakes | lady | ladies |
| girl | girls | 3 | |
| boy | boys | <i>Singular</i> | <i>Plural</i> |
| reporter | reporters | box | boxes |
| flag | flags | grass | grasses |
| playmate | playmates | glass | glasses |
| toy | toys | loss | losses |
| word | words | tax | taxes |

Look at List 1 and make your own rule for writing the plurals of most words. You can add to List 1 by suggesting other words that belong to it.

Rule 1. The plurals of most words are formed by simply adding ----- to the singular word.

Look at List 2. What is there alike about the endings of all these words? Something that you probably did not notice is that just before the *y* ending in every word is a consonant, *r*, *b*, *n*, *d*, etc. In List 1 there are words ending in *y*, but the letter before *y* is a vowel, not a consonant.

The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *y*. All other letters are consonants.

Rule 2. To form the plural of a word ending in *y* with a consonant just before it, change the *y* to *i* and add *es*.

Look at List 3. Those words end in a hissing sound made by *x* or *s*. To make it easier to say these words, another syllable is added for the plural by the *es* ending. There are other words that add *es* for the plural: *potato* — *potatoes*; *tomato* — *tomatoes*. It is easier just to memorize the plurals of the words in List 3 than to try to make and remember another rule.

The spelling of the plurals of the eight words that follow should be learned, also.

| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|-----------------|---------------|
| child | children | deer | deer |
| woman | women | sheep | sheep |
| man | men | ox | oxen |
| foot | feet | mouse | mice |

You will need to know these singular and plural spellings in order to write the possessives correctly.

Your Dictionary Helper

If at any time you cannot remember how the plural of a word is spelled, your dictionary will help you. You will find plurals given in this way:

Es'ki mo . . .; *pl.* —mos.
de liv'er y . . .; *pl.* —eries.

You add the plural ending given to the first part of the word. Learn to use your dictionary whenever you are not certain of the spelling.

Making Singular Words Possessive

The rule for making a singular word possessive is very simple:

To form the possessive of a singular word, add an apostrophe and *s* ('s) to the word.

Practice 20 — Writing Possessives of Singular Words

Write these sentences correctly, using the possessive form of the word given in the parentheses at the end of each sentence.

1. The _____ horns are shed once a year. (deer)
2. A _____ shell is his greatest protection. (turtle)
3. A telephone _____ voice should be clear. (operator)
4. The _____ skis are too long for him. (boy)
5. Every _____ work in school is important. (day)
6. Accidents are the car _____ responsibility. (owner)
7. Crowds made the traffic _____ work hard. (officer)
8. In early days taxes were the _____ property. (king)
9. A good education is every _____ right. (child)
10. The pony knew the little _____ voice. (girl)

Making Plural Words Possessive

There are two rules for making plural words possessive:

1. To form the possessive of a plural word that ends in *s*, add an apostrophe only (').
2. To form the possessive of a plural word that does not end in *s*, add an apostrophe and *s* ('*s*).

The hard part of using these rules is to decide just how the plural word is spelled when it is not possessive. As you say the sentence, the possessive *s* sound may confuse you.

The players' suits were covered with mud.

The plural form is *players*; so Rule 1 is used.

Most plural possessives follow Rule 1, because most plural words end in *s*.

The children's wishes should be followed.

The plural form is *children*; so Rule 2 is used.

Put the men's wraps in the other room.

The plural form is *men*; so Rule 2 is used.

Practice 21 — Making Possessives of Plural Words

Change these ten sentences by making possessives of the underlined words. Write the sentences with the possessives. Be sure you use the right rule.

EXAMPLE: The expenses of the musicians were paid.

The musicians' expenses were paid.

1. The names of the authors are Smith and Jones.
2. The manes of the horses were braided for the Horse Show.

3. The caution of the drivers prevented accidents.
4. The help of the farmers was asked for work on the highway.
5. Much of the time of the janitors is spent in heating the schools.
6. Have you written the names of the men in alphabetical order?
7. I often wonder at the patience of telephone operators.
8. Pilots always listen for the reports of the weather men.
9. The dolls are being dressed at the club meetings of women.
10. The invitations of the children were sent to their parents.

Practice 22 — Writing from Dictation

As your teacher reads the sentences with the possessives in them, write them correctly.

As you write the sentences, ask yourself these questions: (1) Does the plural of that word end in *s*? (2) Where shall I put the apostrophe?

1. The _____ bags were left at the station. (travelers)
2. Our _____ suits are blue. (players)
3. All of the _____ skates were rusted. (children)
4. We did two _____ work in one. (years)
5. All car _____ licenses are on record. (owners)
6. That is the factory _____ clubhouse. (workers)
7. The inspector visited the _____ barns. (farmers)
8. The cooking will be the _____ work. (women)

A Punctuation Test

When you have finished studying all the new rules and reviewing all the old rules, take this test.

Some of these sentences need quotation marks, commas, hyphens, apostrophes, or sentence-ending marks.

The number at the end tells how many marks are needed. Quotation marks go in pairs and are counted as one mark.

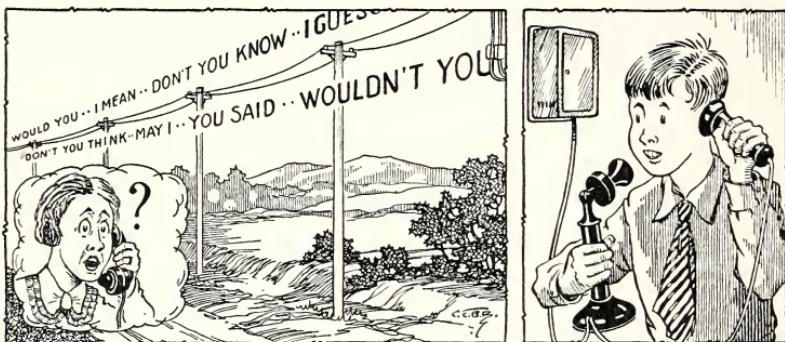
1. A monument to war pigeons was built in Brussels Belgium. (1)
2. Please Mother may I go to camp with Lorrie? (2)
3. Will you be here when I come back asked Perry. (2)
4. The President said the Red Cross will help the drought sufferers. (2)
5. Yes we expect to send the fifth-grade pupils letters to Japan. (2)
6. "Why can't we sell the papers here" asked the boy (2)
7. No children I havent time for a story now. (3)
8. Rev Oscar Ruell talked at the Boy Scouts meeting. (2)
9. (A letter heading) Crouse North Carolina
April 18 1936 (2)
10. Dear Mr Grayson (A letter greeting) (2)
11. (A letter closing) Yours very truly
Edward L Lamson (2)
12. We cannot understand the chairmans direction (2)
13. The elephants are kept inside during the winter said the keeper. (2)
14. Yes the boat sailed December 19 1934 (3)
15. Wouldnt you like to visit the painters home (3)

When you have taken the test, decide which rules you need to review again. A perfect score on this test is 32. What was your score?

SECTION VII

SENTENCES

Read this report of a telephone conversation and decide what is wrong with Don's part of it:



Don: Hello, Mother. This is Don. Would you — don't you think — I mean, may I ask Larry to go to the movies with us this afternoon? You said, don't you know, you said I could if I wanted to, sometime.

Mother: Why, yes, Don, ask him if you wish. Or perhaps you'd rather wait until Friday and have him stay all night with you. Then you could both play in your workroom on Saturday morning.

Don: He can't then. Anyway, I'd rather — this is a good show. I guess — wouldn't you — I guess we'll go tonight.

Mother: You mean that you and Larry will both meet me then at four o'clock?

Don: Yes, that's it. Good-by, Mother.

CLEAR AND COMPLETE SENTENCES

Do you really know when a sentence is clear? Sometimes speakers do not tell enough in their sentences to

make themselves understood. They leave out a word or two that may be important. Which of these sentences is better?

Wouldn't ride if it weren't raining so hard.

I wouldn't ride if it weren't raining so hard.

Sometimes a speaker starts his sentences in one way, hesitates, and then finishes in another way. Which of these sentences is the clearer?

That isn't the — this way is shorter than that.

This is the shortest way.

If you take time to think what you are going to say, you will use clearer sentences.

Practice 1 — Dramatizing Conversation

Do you ever have trouble understanding what people say to you over the telephone? If someone starts a sentence, stops, and then begins in a different way, the meaning is not clear. Clear sentences are necessary in all conversation and writing, but they are especially important in telephoning.

1. Let two pupils in your class play that they are Don and his mother. Give a conversation between the two, using clear sentences. Notice how much better and more quickly Don can make his meaning clear if he does not repeat and change his sentences.

2. Play that you are returning to the grocery store a bottle of sour cream that has been delivered to your home as sweet cream. Let one person play the child who returns the cream and another the grocery-man.

3. Let one pupil be a railroad station agent. Let

another be someone who is asking the time of trains to a neighboring city. Ask the price of the ticket, also.

You can make up many other little scenes to show how important it is to be able to speak and write in clear sentences. Here are some scenes to play:

Explaining to your teacher why you were absent

Giving a policeman your name and address if you are lost

Asking a librarian where to find a book

Answering a stranger who asks directions of you in the hall of your school building

Practice 2 — Making Clear Sentences

These sentences were taken from the paragraphs that boys and girls wrote in criticizing their school paper. They are not clear and complete. Make them so.

EXAMPLE: Some of the sentences, the way they began, I don't like.

I don't like the way some of the sentences began.

1. The spelling, some of the spelling has not been so good.
2. There were some, a few mistakes in spelling, not as many as last time.
3. Improved in language and writing.
4. My criticisms for this issue are because we have better stories and more interesting words used.
5. Be careful try to write better by thinking before you write.
6. Book reports so short and always complimentary.
7. To make our stories more interesting we'd better try.
8. Poems should be our own or else not use them.

Sentence Puzzles

Sometimes sentence puzzles will make us realize how important it is to make the meaning of a sentence clear.



Notice how the meaning comes out clearly in the following sentence when it is put in order:

frost warns weather fruit growers bureau the of
The weather bureau warns fruit growers of frost.

Practice 3 — Working Out Sentence Puzzles

Put the words in these ten puzzles into clear sentences. Remember to capitalize the first word and to use a period at the end of each sentence.

1. states grows in the northern wheat
2. climate a trees orange warm need
3. dangerous a storm is flying in
4. leaves the red and frost yellow turns
5. in beautiful are bloom plants cotton
6. woods the rangers forest fire protect from
7. desert marked the was the road across
8. France raised perfume are in flowers for
9. western used on are tractors farms some
10. Denver is miles of many east Chicago

OTHER SENTENCE FAULTS

Younger children sometimes leave their sentence thoughts unfinished. Then their sentences are in-

complete. Another fault that they have is joining too many thoughts together. That makes a rambling sentence. You have been working hard to make your sentences clear and complete and to have just one main thought in each one.

Practice 4 — Reviewing Sentences

This is a review exercise to see if you know good sentences. There are fifteen sentences — some good, some incomplete, and some rambling.

Number a paper from 1 to 15. If the sentence is not complete, write N after the number of the sentence. If it is a good sentence, write G after the number. If it is a rambling sentence with two thoughts in it, write R after the number.

EXAMPLES: 1. Because the water was cold
2. The spring rains make the river rise
3. Glass is made from sand and the leaves made
the soil rich

Answers: 1. N
2. G
3. R

1. While cleaning the fish
2. Seeing Andy's cabin ahead we went on
3. Because I have business to attend to
4. You are to be given riding lessons by the stable keeper
5. Animal stories are my favorites and I like to go to the movies, too
6. A museum is full of interesting things and I have some Indian arrowheads
7. At the back of the house, in our garden
8. Do you know how rayon is made
9. When airplane travel is as cheap as travel by train

10. I discovered a bird's nest and there are some baby rabbits in the cage
11. The teams are waiting for the whistle
12. In Crystal Cave we saw queer-shaped rocks
13. Where the shadow of the tree falls
14. At first the horse was frightened
15. The score was nothing to nothing and Bill was playing in his first big game that day

PUNCTUATING SENTENCES

When you know just where each sentence begins and ends, you can easily put the capital letters and periods where they belong.

Practice 5 — Showing Where Sentences Begin and End

Read this paragraph. Decide where the different thoughts begin and end. Copy the paragraph, dividing it into sentences. Begin each sentence with a capital letter and put a period at the end. There are five sentences in the paragraph.

the early Greek people did not understand what made an echo they heard their voices come back to them from the hillsides they thought that a wood nymph was mocking them we know that sound waves bounce back from a flat surface as a rubber ball does these returning waves strike our ears and make us hear again the words we spoke a second or so before

Proof-Reading

Whenever you write a story, read over your paper carefully to be sure that you have capitalized and punctuated each sentence correctly. Everyone is likely

to make mistakes in his first writing. If you read it again, you may find careless little mistakes that you can easily correct.

A FOURTH KIND OF SENTENCE

You know how to write and punctuate three kinds of sentences: those that tell something, those that ask something, and those that show excitement or surprise. Each of these sentences has a name.

The words *declare* and *tell* mean almost the same thing. A telling sentence is called a *declarative* sentence. We all use many more *declarative* sentences than any other kind. A *declarative* sentence is followed by a period.

Interrogate is a long word that means *ask*. An asking sentence is called an *interrogative* sentence. An *interrogative* sentence is followed by a question mark, or *interrogation* mark.

Exclaim means *speak with excitement*. That is why a sentence that expresses surprise, fear, great joy, pain, or some other kind of excitement is called an *exclamatory* sentence. It is followed by an *exclamation* point.

Notice the different ending punctuation marks in the following examples:

DECLARATIVE SENTENCE:

Sound is made by air waves striking against our ears.

INTERROGATIVE SENTENCE:

Were people traveling in automobiles fifty years ago?

EXCLAMATORY SENTENCE:

A parade! Hurry or we'll miss it!

There is still another kind of sentence that you hear and use often. It is the sentence that is an order, a command, or a direction. This is called an *imperative* sentence. It is followed by a period. It is really just another kind of telling sentence.

Your mother may say, "Answer the telephone and take the message for me, please."

Your teacher often says, "Put your books away."

You read on a box of matches: Keep in a dry, cool place.
The directions for your fire drill are:

KNOW WHAT EXIT YOU ARE TO USE.

WALK, DON'T RUN, IN LINE.

These are all *imperative* sentences. They give someone directions or orders.

Practice 6 — Making Imperative Sentences

Say the imperative sentence that would probably be spoken or written in these situations:

1. The fans watching a ball game call out to the pitcher.
2. Mother comes into your room and finds your clothes lying on the floor.
3. A road has been blocked off for repairs. Directions have been put up to send drivers on a road a block to the right.
4. In a traffic jam the officer gives orders to drivers.
5. In telephoning a grocery order, your mother gives directions about leaving the groceries if she is not at home.
6. A class posts a notice giving other children directions for bringing food for Thanksgiving baskets.

7. The chairman of a safety club reads to the class the rules for playground safety.

8. A pupil gives a school visitor directions for finding the principal's office.

We speak many more imperative sentences than we write.

Practice 7 — Writing Imperative Sentences

In writing imperative sentences we need to remember the capital letter at the beginning and the period at the end.

Here are some places where imperative sentences will probably be needed. Write one of the paragraphs suggested:

1. Directions on how to build a fire out of doors
2. Directions that your class should follow during fire drill
3. Instructions for finding a book in the library
4. Directions for the use of your library table during school hours
5. Directions for the courteous use of a telephone
6. Directions for Christmas mailing
7. Rules for your class baseball games
8. Safety rules for crossing streets

Practice 8 — Recognizing Four Kinds of Sentences

You need to be able to recognize the four kinds of sentences in order to use the correct ending mark after each one.

Copy these sentences, using the correct ending marks. Write the kind of sentence after each one. Notice the

spelling of these four words: *declarative* — *interrogative* — *exclamatory* — *imperative*.

EXAMPLE: Who sent that new book to our class? (*interrogative*)

1. Give me six books for our first grade, please
2. Did you see the bulletin board notice
3. The Indians in different parts of our country had different ways of living
4. What! There isn't a single piece left
5. Why is cotton grown only in the South
6. Trained glove cutters settled in the northern part of New York where Gloversville now is
7. How serious and important those penguins look
8. Trains, houses, hotels, and theaters are now air-cooled during the summer
9. Do mail planes average one hundred miles an hour
10. Books, books everywhere! What a big library

BUILDING CLEAR, COMPLETE SENTENCES OF YOUR OWN

It is much easier to recognize mistakes in sentences and correct them than it is to write or speak good sentences. The practices that you have had should help you to build good sentences of your own. Begin your work with this practice in finishing sentence thoughts.

Practice 9 — Completing Sentences

Finish these sentence beginnings in such a way that the thoughts will be clear and complete:

1. The leaves fall from the trees when -----
2. Many animals stand perfectly still when hunted because -----

3. Early American cities were built on rivers because -----

4. Birds fly south in the winter so that -----

5. We have snow rather than rain whenever -----

6. Railroads are making their new cars of steel because -----

7. Long-distance telephone rates are cheaper at night because -----

8. Cotton will not grow in the North because -----

9. Trees are useful to man because -----

10. The American Red Cross helps wherever -----

SUMMARY SENTENCES

In your reading of geography or history, you often want to tell in one sentence what you have read in a paragraph or two. Such a sentence is a *summary* sentence. It should tell the important thought of the paragraph.

PARAGRAPH:

When lightning strikes in sand, it does a peculiar thing. The heat melts the little particles of sand. They run together until they make a rock of glass. Sometimes the melted sand makes a long icicle of crystal down in the ground.

SUMMARY SENTENCE:

If lightning strikes sand, the heat melts the particles of sand and forms glass.

Practice 10 — Making Summary Sentences

Make summary sentences for these three paragraphs:

1

Most Eskimos light their winter homes with lamps. The lamps are made of cup-like stones. The wicks are fiber from

plants. The wicks burn in the stone lamps filled with seal oil. Such lamps do not give much light.

2

The DO-X was a very large airplane. It had twelve big motors on its top wing. Several of the motors could stop, but the great flying boat would still go. The plane could carry more than a hundred passengers besides the crew.

3

The game of donkey baseball is very amusing. The donkeys are trained for the game. Each ball player rides a donkey around the bases. Of course, the donkeys are not so eager to make home runs as the players; so they take their time. Sometimes the donkeys even carry the players in the wrong direction, away from the bases. The player coaxes and guides the donkey until they get around the diamond and make a score.

Using Summary Sentences for Outlines

If you are making a report on what you have read, you will find your summary sentences useful as an outline. These sentences will help you to make a report in a clear, understandable way.

In a study of farming in our country a report was made on the topic "Different Types of Farms in Our Country." These four summary sentences were used for the different parts of the report.

1. The large plantations of the South, often covering more than a thousand acres, grow cotton, tobacco, and sugar cane.

2. In the hills or the dry plains of the land just east of the Rocky Mountains large ranches produce sheep, cattle, and horses that feed on the land not suitable for growing crops.

3. Near all large cities are truck farms, every small spot of which is used for growing vegetables and small fruits that can be sold in the city.

4. Another type of farming that is profitable near cities is the dairy farm, from which the butter, cream, and milk can be taken into the city fresh each day.

After each summary sentence the speaker went on to explain in an oral paragraph more about that type of farm.

Practice 11 — Making an Outline of Summary Sentences

Using your geography or your history book, make an outline of three good summary sentences for a report to your class.

Choose a topic of your own, or use one of these topics:

| | |
|------------------|-------------------------------|
| Colonial Schools | Travel in the Mountains |
| Making Shoes | Growing Fruit in California |
| Growing Wheat | Travel in Pioneer Times |
| The Desert | Explorations in the Northwest |

Using your summary sentences, give an oral report to your class. It will have three parts because you have made three topic sentences.

JUDGING YOUR OWN SENTENCES

Whenever you write a letter or a paragraph, read over what you have written to see that you have used good sentences. If you read your sentences aloud, you will easily discover any poor sentences. Your ears are usually better detectives than your eyes.

Ask yourself the five questions in the chart of standards given on the next page.

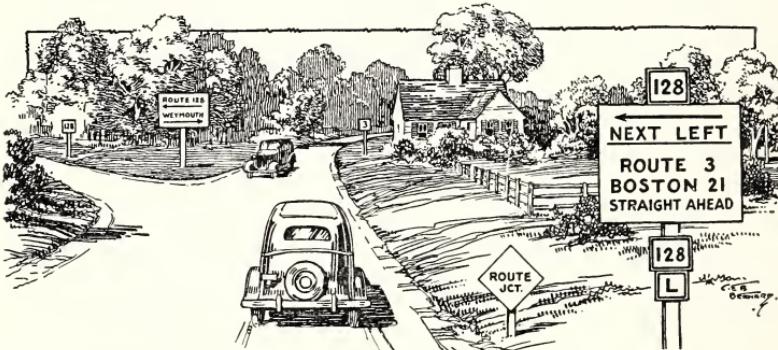
Standards for Good Sentences

1. Have I used one sentence for each idea?
2. Is the meaning of each sentence clear?
3. Is each sentence complete, not just part of a sentence?
4. Have I begun each sentence with a capital letter?
5. Have I used the correct ending mark after each sentence?

SECTION VIII

PARAGRAPHS

As you drive along the main highway, do you notice that when you come to a place where the highway number changes you see a sign giving the new route number or name clearly? If you watch the signs closely, you can travel anywhere in the country without losing your way.



In writing a story or a report, you should mark your highway of thought just as clearly. Each change of thought should begin a new paragraph. The indentation marks the change in your thought highway.

Just as the first sign on a new highway is very clearly marked, so the first sentence of a new paragraph should be a guide to tell clearly what the thought of the paragraph will be.

PARAGRAPH SIGNS

These two paragraphs are from a letter written to a friend in Wisconsin by someone who was visiting in

Panama at Christmas time. Notice how the thought changes when the second paragraph begins. The indentation marks a new thought and a new paragraph.

My geography lessons on climate in the tropics seem very real to me just now. The day after the boat left New Orleans the air felt warm. Almost over night we seemed to run into summer. It was queer to see everyone in dark, heavy clothes one day and on the next day to see the same people on deck in light suits and dresses. We were all just like chameleons and had to look twice to recognize each other. While we enjoyed the warm air and tried to avoid being sunburned, we received radio messages about your zero weather.

Imagine seeing the Atlantic Ocean and the Pacific Ocean in the same day! It is only forty-three miles across the Isthmus, and trains cross several times a day. The trip through the Panama Canal takes seven hours. We left our boat at Cristobal on the Atlantic side and took the train across to Panama City on the Pacific side. Queerly enough, we traveled south instead of west to cross the continent.

PARAGRAPH DETOURS

When you are driving, you like to go as quickly and directly as you can to your goal. You do not like detours because you feel that they take you in a round-about way. Detours in your paragraphs are just as annoying to your listeners. Keep on your main thought highway.

Practice 1 — Recognizing Detours in Paragraphs

In each of the four paragraphs that follow there is a detour that takes the reader off the main highway of thought. Which are the sentences that do not belong? Remember that you want to stick to the main thought of the paragraph.

1

As we shot up in the elevator to the top of the Empire State Building in New York, I began to realize how high one hundred two stories are. We walked out upon the balcony from which we could look in all directions over the great city below. I caught my breath because of the distance I could see, and because the air seemed thin away up so high. I marveled at the huge tower of steel and concrete under me. We went aboard an ocean liner while we were in New York.

2

The Indians were friendly toward the earliest settlers in America. They taught the Pilgrims how to plant corn and how to hunt the deer for food. If the Indians had been hostile, they could have destroyed the tiny settlement, but they allowed the pioneers to build their homes and plant crops on the land that had been their hunting ground. King Philip later became the enemy of the whites.

3

A simple test will tell you whether or not silk has been woven with lead or other metals to make it seem of better quality than it really is. Flowered silks are pretty. Burn a sample of the material. If the silk burns up completely as if it were paper, it is probably pure silk. If a hard substance is left in the ashes, the material is not pure silk.

4

On our way home from the picnic Oliver stumbled and sprained his ankle. He could not walk, and we had to get to the nearest farmhouse to telephone for a doctor. We had taken bacon and eggs for our lunch. We made a chair for Oliver by crossing our hands and taking hold of each others' wrists. Our progress was slow, but we were able to reach the farmhouse and secure a doctor's services before the painful ankle had swollen badly.

Making Paragraphs without Detours

You know how much easier it is to find the mistakes in what others do than to do something just right yourself. You have been finding the detours in other highways of thought. Now, try making some paragraphs that have no detours.

Practice 2 — Writing Paragraphs That Keep on the Thought Highway

Choose one of the exercises suggested here or write a paragraph on a topic of your own choice. Be careful to have no detours.

1. Imagine that you are writing a letter to your uncle. You have just seen a motion picture that you liked. Tell him what it is and why you liked it.

2. In a geography class you might have a paragraph report to make on one of these topics:

Gathering Sap for Maple Sugar
Cutting Granite Blocks
Tanning Hides for Shoes
Loading an Ocean Liner

Write a paragraph so that you can read it to the class.

3. A citizenship club in school has many class problems. Sometimes the members give talks to the class on certain of these subjects. Plan paragraphs for a talk on one of the four topics that follow. Remember that detours would keep your listeners from getting your main thought clearly.

Being Saving of Materials
Keeping the Halls and Grounds Clean
Taking Care of New Books
Welcoming New Pupils in the School

KEEP MOVING

On a trip you like to keep moving right along. You are impatient if you miss a sign and have to go back over part of the road to get on the main highway. Paragraphs, too, should keep moving. Readers and listeners do not like to have ideas repeated. They want to keep moving on the thought highway.

When we talk, we are more likely to put in sentences that do not keep the thought moving than we are when we write. Sentences that repeat ideas are tiresome. Learn to say things clearly, so that you will not need to repeat.

*Practice 3 — Locating Sentences That Do
Not Keep Moving*

In these three paragraphs find the sentences that slow up the main thought by just repeating ideas.

1

We noticed that Iowa roads are marked to show drivers where they should not pass other cars. Before a curve there is a sign NO PASSING FOR 700 FEET. In the center of the pavement is a yellow line for the distance that you are not supposed to pass. You are not supposed to pass for that distance. Those signs are a big help in preventing accidents.

2

You can go behind the waterfalls if you visit Niagara Falls. After being dressed in raincoats, hoods, and boots, you get into an elevator that takes you down a long way to a tunnel. You go down a long way. You follow the guide through this rocky hall until you come to an open space

where a large window has been cut through the rock wall. From there you can look out at the great shower of water that comes dashing down from hundreds of feet above you. Yet there you are safe and fairly dry behind the waterfall.

3

Since pine and cedar trees are getting scarce, we decided not to buy Christmas trees every year but to plant our own. We bought two small cedar trees and planted one on each side of the front door. We put them on each side. Each year we string them with colored lights that we turn on every evening between Christmas and New Year's. We like them better than our old Christmas tree inside the house because other people seem to enjoy these trees with us.

Practice 4 — Giving Oral Paragraphs That Keep Moving

Plan to talk to your class on one of these six topics or on one of your own. If you have the habit of repeating ideas, try hard to keep your main thought moving.

- When we were not dressed for the weather
- When I was glad I was on time
- A surprise party that I did not like
- An unnecessary illness
- Warned just in time
- The letter I forgot to mail

JUDGING PARAGRAPHS

You have learned many things about making good paragraphs. Can you use what you have learned? To show that you can, you must be able, first, to write or give orally a paragraph that meets all the standards,

and second, to judge your own and your classmates' paragraphs by these standards:

Standards for a Good Paragraph

1. Every paragraph should have one clear main thought.
2. The first sentence should tell clearly what the paragraph is about.
3. Every sentence in the paragraph should be about the main paragraph thought.
4. Every sentence should add to the paragraph topic in some way, not just repeat the thought of another sentence.

Practice 5 — Using the Standards in Judging Paragraphs

Here are four paragraphs. The first is a good paragraph judged by the standards just given. The second fails to meet one of the standards, and the third another. Can you tell which standard is not met by each of them? The fourth paragraph is poor on two of the standards. Which are they?

1

Usually white people do not go into the very hot or the very cold regions of the earth unless there is some valuable thing there that cannot be found in temperate lands. Traders went into the jungles of Brazil to get rubber before rubber plantations had been developed. Ivory and precious hardwood are brought from the jungles of Africa. Men go into the cold Arctic lands to get furs from animals that cannot

live in warmer lands. The difficulty of living and traveling in such places makes the products more costly and profitable than products that are found everywhere.

2

Block printing was used in bookmaking before real printing from type began. Each page of the book had to be carved on a wooden block, so that the letters or pictures would stand out. The Egyptians carved pictures on the walls of their pyramids. Ink was then rubbed over the block and a piece of paper laid upon it and pressed down carefully. In this way many copies of each page could be made from one block. We think this was a slow process because of the long time spent in carving each block, but it was better than copying each book by hand as earlier people had done.

3

Many cotton mills are being built in the South. As we drove over the miles and miles of concrete highway in North Carolina, we noticed how many of the farmhouses were covered with rambler roses. They made even the shabbiest homes look beautiful. You can go by bus from Raleigh up and down hills until you reach Asheville in the Blue Ridge Mountains. Asheville is a famous pleasure resort in both summer and winter.

4

I can hardly wait for Christmas morning to see what gifts I have. Just before Christmas the firemen in our town ask the school children to bring to the fire station all their toys that are broken or that they do not want. They ask for broken toys. The fire station looks like Santa Claus's workshop. The firemen are busily hammering, carving, and painting wagons, trains, and other toys until they look like new. They look shiny and new. These playthings are

delivered on Christmas Eve to hundreds of poor children who would not have gifts if it were not for the kindly, busy firemen.

There follow several topics. Pick out the best topic for each of the three good paragraphs just given. For which paragraph are you unable to choose a topic because the paragraph does not have one main thought?

Cotton Mills

Block Printing

Hunting Elephants in Africa

Modern Ways of Making Books

Products from the Arctic

Copying Books by Hand

Roses in the South

My Christmas Gifts

Santa's Helpers — the Firemen

Christmas Dinner for Poor Children

White Men in the Hot and Cold Regions of the Earth

CRITICIZING YOUR OWN PARAGRAPHS

Whenever you have to write a paragraph, look over your first copy of it to see whether it meets all four standards for a good paragraph.

Your oral reports should be good paragraphs, too. If you prepare carefully what you plan to say, you will find it easier to speak in good paragraphs. When you do not know what you want to say, you are likely to repeat sentences or wander from your main thought. Can you meet all the standards in your reports?

PARAGRAPHING CONVERSATION

Find in your reader a story that has much conversation in it. Study the paragraphing. Answer these

questions by finding out for yourself just how real authors paragraph their stories.

1. Does a paragraph have more than one person's conversation in it?
2. If a person has a very short speech, even one word, is there a new paragraph for that, too?
3. If the same person says two or three sentences, are they usually in the same paragraph?

Practice 6 — Making a Rule

Make your own rule about conversation paragraphs. State very clearly and simply the rule you and your class will follow.

Practice 7 — Using the Rule about Paragraphing Conversation

Rewrite these two jokes in *paragraphs* as they should be written.

1

The parents were showing off their three-year-old son for visitors. They said to him, "What animal brings milk, Junior?" Promptly Junior smiled and answered proudly, "The Manley Dairy Horse."

2

A little boy watched his father getting ready to go to band practice. Finally he said, "When I grow up I'm going to play in the band, too." "You are! What are you going to play — a drum?" asked the father. The little boy did not answer. "A flute?" Still there was no answer. "Maybe you will play a big horn," said the father. "No, I'm just going to play the tune," said the little boy.

***Practice 8 — Writing Conversation
in Paragraphs***

Write the conversation suggested by one of these five situations. Be sure to make a new paragraph for each person's speech.

1. A class newspaper reporter talks with the principal about news to be written for the paper.
2. One player on a team objects to a ruling of the referee. The other players explain to him why he must obey the referee.
3. A girl finds a little boy lost in a department store. She talks to the floorwalker about what to do with him.
4. Two children talk about a motion picture as they come out of the theater.
5. A clerk and a child discuss what book to select as a gift for a child who is ill.

TELLING THINGS IN ORDER

Telling things in order is a valuable habit if you expect listeners or readers to follow your thoughts. Two good rules that will help you to write your paragraphs in order are these:

Tell things in the order in which they happened.
Make general statements first and give examples later.

Practice 9 — Deciding on the Best Order

Rearrange the sentences in these two paragraphs in the best order. Read each one as you think it should be written.

HOW TO USE THE RADIO

Adjust the amount of sound by moving the volume control button. Swing the dial to the number of the station that

you want. Turn on the switch. Wait until the radio warms up and the sound comes.

PREVENTING SICKNESS

Some persons take cold because they do not dress properly for the weather. They let little colds go until they become serious. Many illnesses are unnecessary. Children often play with other children who have contagious diseases like measles or whooping cough. Some persons eat too much or get overtired and then become sick because of these things.

Practice 10 — Putting General Statements First

Make paragraphs by giving examples that might follow these general statements in a clear, complete paragraph.

1. Carelessness causes many accidents.
2. People are sometimes deceived by advertising.
3. The farm products of the South furnish much of our winter food.
4. The World's Fair in Chicago showed a century of progress in many things.
5. Animals supply us with much of our clothing.

PARAGRAPHS AND OUTLINES

Some reports make two or three paragraphs because that many points under the main topic are discussed. For a report that will make more than one paragraph, an outline is very useful. It reminds you to keep on the main thought and to tell things in order.

In a report on Benjamin Franklin you might have three paragraphs, one on each of these points:

1. His training and work as a printer
2. His inventions and discoveries
3. His work for his country

*Practice 11 — Making an Outline for
Your Paragraphs*

Suggest topics for two or more paragraphs on each of these subjects. Number your topics 1, 2, and 3 for an outline, as in this example:

YELLOWSTONE NATIONAL PARK

1. The springs and geysers
2. The wild animals in the park
3. Hotels and camping places

Subjects:

Supplying a City with Milk

Modern Ways of Heating Homes

What Children Can Do in their Leisure Time

The Values of an Education

Talk over your outlines. Does each point you have given belong to the main subject? Is each point different from the others, so that the paragraphs will not be alike? Change your outlines until the class is satisfied with them.

*Practice 12 — Giving a Report from a
Paragraph Outline*

Choose one of the subjects mentioned in Practice 11 and prepare a report on it of two or three paragraphs. Each point in your outline should make a paragraph of four or five sentences. Be sure that each sentence in the paragraph is on the topic for the paragraph in your outline.

Give your report to the class. They will discuss how well you followed your outline.

INDEX



INDEX

Abbreviations, 248, 251–254
Accent marks, 181
Addresses, writing, 189–191; examples of, 190, 191
Ain't, 215
Air, the, 55–57
“Air Mail, The,” 14–16
Alphabetical arrangement, 177–178, 184–185, 189
An, 225–226
Animals, wild, 107–119
Announcements, writing, 36–37, 161
Apostrophe, in contractions, 248; in possessives, 248, 263–264
April Fool's Day, 100–104
Are, 215–216, 223–224
Authors, cards for, 176; names of, 177
“Beginning of Halloween, The,” 22–23
Bibliography, making a, 42–44, 54–55, 57, 179–180
Book reviews, 69, 75–76
Booklet, making a, 51, 101, 119, 170
Books, locating information in, 8, 12, 24, 26, 27–28, 42–44, 54–55, 73, 86, 88, 94–95, 102, 126–127, 145, 151, 171–186; list of, 12, 27–28, 57, 59, 86, 88, 95, 179–180; learning about, 68–80; judging, 77–78; test of use of, 186
Bookstore, 68–80
Broken, 214, 224
Brought, 222–223
“Building the Beavers' Lodge,” 113–114
Business letters, writing, 44, 74, 117–118, 141, 207–208; examples of, 44, 74, 117, 141, 205, 208; standards for, 45; discussing, 203–204; studying, 203–205; test of, 205–206
Came, 219–220
Capitalization, 228–246; rules for, 228–230, 240–242; in names of persons, 228, 233–234; of word *I*, 228, 234; in days of week, 228, 234–235; in months, 229, 235; in sentence beginnings, 229, 235–236, 278; in names of streets, 229, 236; in states, 229, 236; in holidays, 229, 236–237; in names of countries, 229, 237–238; in names of rivers, 229, 238; in poetry, 229, 238; in languages, 230, 239; in quotations, 230, 239–240; in names of cities, 230, 236; test of, 230–233, 245–246; in geographic names, 240–241, 242–243; in names of parks, 241, 243–244; of *north*, *south*, etc., 241, 244; in titles, 241, 244; in sacred names, 241–242
Card catalog, using the, 176–179; cards for, 176, 177
Chairman, a committee, 46–47
CHITTENDEN, WILLIAM LAWRENCE, 62

Christmas, 27-29
 Cities, 135-146
 Citizens, being good, 16-17,
 127-129, 145-146
 "City Rain," 63
 Code, Morse, 82-83
 Comma, with city and state,
 249; in dates, 249; in letters,
 249, 256-257; in quotations,
 249, 255, 257-259; with per-
 son addressed, 259-260; with
 yes or no, 260-261
 Committee work, 14, 41, 44, 45,
 46-49, 56-57, 63, 70-71, 128-
 129, 145, 192, 194
 Contents, table of, 59, 88, 102,
 171-172
 Contractions, 248, 254-255
 "Contrary Mary," 101-102
 Conversation, 4, 13, 107, 134;
 standards for, 109; writing,
 292-294; *see also* Discussion
 Courtesy, about letters, 194-
 195; in criticism, 212-213
 Criticism, giving, 212-213
 Current events, 34-35

 Description, writing a, 6-7, 137
 Diacritical marks, 182
 Diary, keeping a, 53
 Dictation, 254-255, 268
 Dictionary, using the, 13, 54,
 138, 180-186, 262-263, 266
 Discussion, 5-6, 8, 19, 23-24, 31,
 39, 49-50, 68-69, 70, 77-78,
 89, 93, 99-100, 123, 136, 140,
 149, 180-181, 191, 194, 203-
 204, 209-210, 213, 231-232;
 standards for, 50
Doesn't, 221-222
Done, 213-214
 Dramatizing, 26-27, 71, 79-80,
 90-91, 102-103, 271-272;
 with puppets, 152-153; with
 marionettes, 157-158, 159-
 160
Drank, 224-225

Eaten, 214
 Exhibit, preparing an, 17, 21-
 22, 65-66, 97, 100-101, 130
 Experience, telling an, 100, 108,
 121, 124
 Explanation, giving an, 23, 24,
 60-61

FIELD, RACHEL, 63
 File, letter, 188, 189
 "First Royal Post, The," 3-4
Frozen, 214

Gave, 219-220
Gone, 213-214
Grew, 216-217
 Guide words, 185

 Halloween, 22-24
 "Hiawatha's Brothers," 119
Himself, 220-221
 Holidays: Labor Day, 18-22;
 Halloween, 22-24; Thanks-
 giving, 25-27; Christmas, 27-
 29; Washington's Birthday,
 94-99; April Fool's Day,
 100-104; Mother's Day, 104-
 106
 Hyphen, 261-262

 Illustrations, using list of, 175
 Imperative sentences, 276-278
 Improving your work, 39, 90
 Index, using an, 59, 88, 172-174
 Indian messages, 5-6
 Information, getting, 8, 42-44,
 54-55, 70-71, 72, 86, 88, 94-
 95, 124-125, 127, 141, 154
 Interviews, 26, 71, 126, 143
 Introducing, a committee, 48;
 guests, 104, 106
 Invitations, writing, 104, 106,
 132, 158-159, 196-198; ex-
 amples of, 104, 132, 158, 197
Is, 223-224
 "It isn't only flakes that fall,"
 64

"Jack, the Puppet," 153-154
Key line, 183
Key words, 94
Knew, 216-217

Labor Day, 18-22
LANDON, LETITIA ELIZABETH, 60
Letters, writing, 15, 29, 44, 66, 74, 104, 117-118, 132, 141, 143-144, 154, 159, 189-190, 192, 194, 198-199, 201-202, 207-208; to secure information, 15-16, 44-45, 74, 117-118, 141, 205; examples of, 16, 44, 74, 84, 117, 132, 141, 193, 199, 200, 202, 205, 208, 257; standards for, 45, 192; asking favors, 67, 154, 198-201; of invitation, 105, 107, 132, 196-198; importance of, 187-188; file for, 188-189; addressing, 189-191; exchanging, 189-191, 192, 194; forwarding, 190-191; criticizing, 192-193; courtesy about, 194-195; arrangement of, 195-196; of appreciation, 201-202; business, 203-206

"Lucky Escape, A," 115-116

Mail service, 6-17
Maps, list of, 176
Margins, 37, 166-168, 170
Marionettes, 153-162; making, 155-157
Messages, sending, 3; electrical, 81-93
Messengers, Indian, 5-6
MEYER, ZOE, 113-114
Mother's Day, 104-106

Negatives, double, 218-219
"New Pupil, The," 121-123
News, giving programs of, 30-39; standards for, 33
Notes, taking, 95

Outlines, using, 41-42; making, 45-46, 174-175, 281-282, 295-296

Pantomime, 79-80

Paragraphs, 284-296; writing, 4-5, 6, 10, 19-20, 53, 60, 66-67, 110, 124, 145, 146, 287, 289, 293, 294; examples of pupils', 19, 33, 109, 290; topics for, 88; study of, 284-296; faults in, 285-287, 288, 290-292; judging, 285-287, 288-292, 294-295; standards for, 290; conversation, 292-294; order in, 294-296; outlines for, 296

Pictures, writing by, 5; in news reports, 5-6; collecting, 17, 62, 96-97, 100-101, 136-137

Pilgrims, 25-27

Plans, making, 24, 30-32, 105, 142, 161

Play, writing a, 159-161

Plurals, forming, 264-266; possessives of, 267-268

Poems, reading, 58, 60, 62, 63, 64, 101-104, 153-154; writing, 64

"Pony Express, The," 8-10

Possessives, 249, 263-264, 266-268

Postal system, beginnings of the, 3-5, 6; English, 6-7; American, 7-17

Posters, making, 77, 161

Program, planning a, 21-22, 103-104; a radio, 30-39, 93

Pronunciation, 181, 182-183

Proof-reading, 275-276

Punctuation, 247-269; rules for, 248-249; of sentence endings, 248, 251, 275, 278; of abbreviations, 248, 251-254; of contractions, 248, 254-255; of dates, 249; of possessives, 249, 263-264, 266-268; test

in, 249–250, 268–269; of quotations, 249, 255–256, 257–259; of city and state, 249, 256–257; in letters, 249, 256–257; of person addressed, 259–260; of *yes* or *no*, 260–261; of divided words, 261–262

Puppets, 147–153; making, 149–150; books about, 151

Quotations, 249, 255–256; divided, 257–258; conversation, 258–259

Radio, news, 30–39; programs, 93
 “Rainbow, The,” 58

RASSMUSSEN, CARRIE, 153–154

Record, keeping a, 53, 78–79, 211–212

Reports, making, 8, 11–12, 14, 26, 27–28, 35–36, 37–38, 46–48, 56–57, 59, 63, 72, 86, 93, 95–96, 98–99, 112, 115, 126–127, 129, 138–139, 143, 145; examples of pupils’, 38, 47–49, 98, 128; standards for, 49, 99, 139; criticizing, 98

ROSSETTI, CHRISTINA G., 58

Rules, making, 24, 195, 293; for arranging written work, 170

Said, 220

Schools, 120–134

SECHRIST, ELIZABETH H., 23

Seen, 213–214

Sentences, 270–283; topic, 4–5; beginning, 6; writing, 24, 97, 136–137; summary, 35, 280–282; complete, 270–272, 279–280; puzzle, 272–273; clear, 272, 279–280; faults in, 273–275; test of, 274–275; punctuating, 275, 278; four kinds of, 276–277, 278–279; judging, 282–283; standards for, 283

SERL, EMMA, 115–116

SETON, ERNEST THOMPSON, 110–112

Singular words, 264; possessives of, 266

Standards, for telling a story, 13, 51; for a short talk, 21; for news flashes, 33; for a business letter, 45; for a report, 49, 99, 139; for discussion, 50; for an interview, 71; for using the telephone, 90; for conversation, 109; for letters, 192; for sentences, 283; for paragraphs, 290

Stories, telling, 11–12, 28–29, 50–51, 59, 63–64; standards for, 13, 51; reading, 104

Summaries, making, 35, 88, 280–282

Sun, the, 57–59; myths about the, 58–59

Syllables, dividing, 183–184

Talk, giving a, 21, 23, 47–48, 62, 69, 132; standards for, 21; *see also Reports*

Taken, 214

Telegrams, writing, 83–85; example of, 84

Telegraph, story of the, 81–84

Telephone, story of the, 86–88; using the, 90, 125

Telling stories, 11–12, 28–29, 51, 59, 63–64, 100, 108, 116; standards for, 13, 51

Tests, 186; of business letters, 205–206; of word habits, 210–211, 217, 226–227; of capitalization, 230–233, 245–246; making capitalization, 243; of punctuation, 249–250, 268–269; of sentences, 274–275

Thanksgiving Day, 25–27

Themselves, 220–221

Threw, 216-217
Titles, making, 100-101; placing of, 168-169
"Tom Sawyer," 147-148
Topic sentence, 4-5
Travel, the story of, 40-51
Trip, taking a, 14, 70, 142-143
TURNER, NANCY BYRD, 101-102

Usage, good, 209-227; improving, 210, 211-212; test of, 210-211, 217, 226-227; *see also* Words

Vocabulary, 13, 53-54, 137-138, 209-227
Voting, 31

"Wahb, the Grizzly, on Vacation," 110-112
Washington, birthday of, 94; city of, 94-99
Weather, 35-36, 52-65

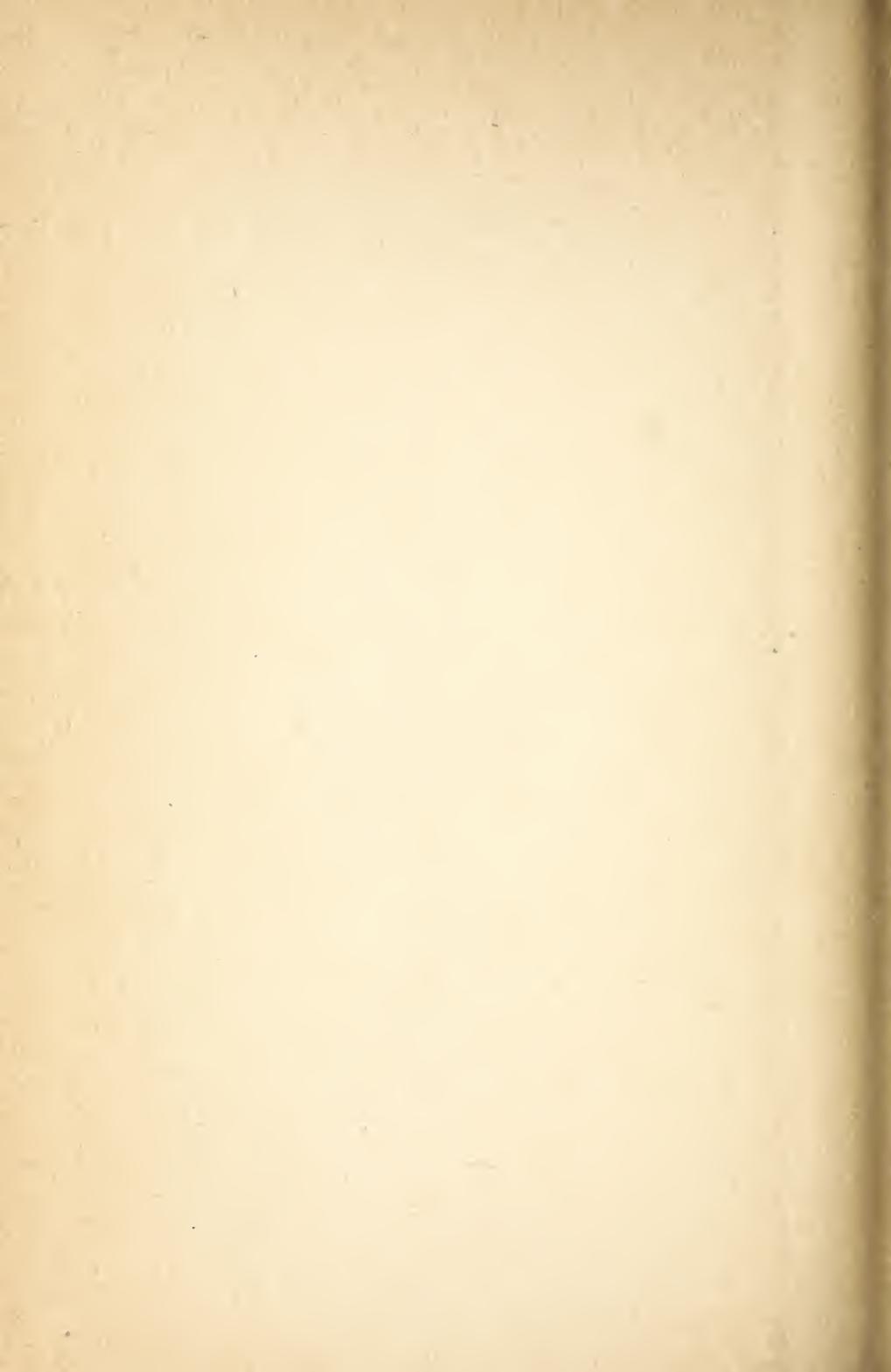
Were, 215-216
"Wild storms and wants and dangers," 62
Wind, the, 59-62
"Wind, The," 60
Words, new, 13, 53-54, 137-138; key, 94; guide, 185; using good, 209-227; changes in, 209

Workers, 18-22

Writing, a paragraph, 4-5, 6, 10, 20, 60, 66-67, 110, 124, 145, 146, 287, 289; a description, 6-7, 137; a report, 14, 48-49; a letter, 15-16, 29, 44, 66, 74, 104, 117-118, 132, 141, 143-144, 154, 159; news notes, 32-33, 34, 37-38; announcements, 36-37; a diary, 53; a poem, 64; a telegram, 83-84; an invitation, 104, 106, 132, 158-159; a play, 159-161

WYNNE, ANNETTE, 64





OCT 24 1935

